PROGRES PENDIDIKAN
Vol. 6, No. 3, September 2025, pp. 289~296
p-ISSN: 2721-3374, e-ISSN: 2721-9348, DOI: 10.29303/prospek.v6i3.1378

ANALYSIS OF THE USE OF DIGITAL READING CORNERS AS A SOURCE OF STUDENT LEARNING AT SDN 16 MATARAM

Istna Fiqriya Afifa, Izzati Khairunnisa, Irda Hayyibi Ilmi , Lilis Setiyani, Lulu Rohmadhoan
Elementary School Teacher Education Study Program, University of Mataram, Indonesia

Article Information

Article History:

Received: 29-06-2025
Revised: 30-07-2025
Published: 30-09-2025

Keywords:

Digital Reading Corner,
Learning Resources,
Elementary School Students

ABSTRACT

This study aims to describe the use of digital reading corners as a source of student learning at SDN 16 Mataram, responding to changes in the educational landscape due to technological advances. Using a qualitative descriptive approach, this study involved 15 3rd grade students as subjects, including 8 students and 7 female students. Data collection was carried out through interviews, direct observations, and field notes. The results of the study show that digital reading corners bring positive changes to students' reading habits, making them more diligent and enthusiastic about interactive digital books. It also encourages reading interest and improves overall literacy. However, there are obstacles such as limited access to digital devices and infrastructure, as well as a lack of interest in reading in conventional libraries. The proposed solutions include allocating school budgets for digital devices and the use of technology. This research provides insight into the potential of digital reading corners in improving the quality of learning and literacy, and emphasizes the importance of digital infrastructure investment to expand access to education and prepare students to face the digital era.

Correspondence Author:

Lilis Setiyani,
Elementary School Teacher Education Study Program,
Faculty of Teacher Training and Education, University of Mataram,
Jl. Brawijaya No. 22, Cakranegara Sel., Mataram City, West Nusa Tenggara. 83233, Indonesia.
Email: lilissetiyani963@gmail.com

1. INTRODUCTION

The development of information and communication technology has brought great changes in various aspects of human life, including in the field of education, whether it is in collecting, using, and sharing information has changed significantly in the digital era. The education landscape has undergone a fundamental transformation due to the impact of digital technologies such as social media, mobile devices, and the internet. According to (Widiara, 2018), current technological advances have shown future changes where the use of ICT in education is inevitable; As a result, preparing teachers who meet the standards of preparation for use will also affect student readiness. Technological advances have also brought significant changes to the educational paradigm. Digital technology has expanded and improved conventional educational methodologies that are teacher-centered and textbook-oriented (Adiguzel, 2023). More equitable and flexible access to education is now possible due to the expansion of learning methodologies that were previously exclusive to physical classrooms into virtual spaces. Based on their research findings, it is teachers who encourage digital-based learning (Silvana et al., 2019). The changes brought about by technology demand new skills that are relevant to meet the challenges of the 21st century

21st century skills encompass a wide range of abilities required to meet the challenges of the ever-evolving modern world, especially in the digital and information age. These skills focus not only on academic knowledge, but also on social, emotional, and practical skills that are essential for an individual's success in

personal and professional life (Reski. 2024). In facing the demands of the times in this era of globalization, teachers with character are needed, because science and technology are developing very rapidly and increasingly complex, with an increasingly broad role. The magnitude of the change in nature and the rapid progress of science and technology, which are characteristic of globalization itself, will inevitably destroy a country whose society is almost unprepared. As a result, education must be of higher quality. The skills, namely the 4Cs of creative thinking, critical thinking, and problem-solving are needed for schools to function as educational institutions. The four C's are creative thinking, critical thinking and problem solving, communication, and collaboration skills or commonly known as the 4Cs. As the demands for 21st century skills increase, the use of technology is an important factor that needs to be comprehensively understood.

The term technology is familiar to many people. Even more so today, where the world has become highly advanced, there are almost no boundaries left. Today, the use of technology is not only limited to adults or those who are educated, but it is also beginning to reach children and the general public. The technology in question includes computers, laptops, communication tools such as mobile phones, and so on. In this context, technology is the main means of developing and applying 21st century skills, especially in the context of education. According to (Mokalu et al., 2022), Educational technology is the systematic application of relevant technological processes and resources in teaching, with the aim of improving student performance. It involves a disciplinary approach to identifying students' needs, applying technology in instruction, and tracking their performance. A densely populated country like India where mass education was a demand at the time, only educational technology was suggested. Software programs such as programmatic learning materials can make mass education readily available. According to the intellectual level of the learner, various programmatic materials such as linear, branched, mathematical can be applied. Almost any type of course taking into account the student's age level can be programmed. Educational Technology has great potential for the teaching and learning process. It makes curriculum construction and the selection of teaching and learning strategies easy and also makes teaching and learning more effective.

According to the Great Dictionary of the Indonesian Language, technology can be interpreted as 1) an ability based on scientific knowledge based on technical processes; 2) is an important tool in the development of a nation. In other words, technology here is understood as a tool or facility that makes it easier for individuals to carry out activities. Learning is an activity or activity that causes a person to acquire knowledge. This is in line with the opinion of Nasution (2017) that the concept of learning comes from the term instruction, which is commonly used in the education system in the United States. This term is heavily influenced by the view of cognitive-holistic psychology which focuses on the active role of students as the center of learning activities. In addition, technological advances have helped to encourage the understanding that students can learn more independently, while teachers play the role of facilitators in the process. In the implementation of learning, of course, it cannot be separated from the contribution of technology. Technology has the ability to simplify all needs in the educational process. Previous studies related to the influence of technology in education have been carried out extensively, one of which is by Rogantina (2017), who stated that technology has an important role in improving the quality of education. In addition, technology can also improve the effectiveness and efficiency in the teaching and learning process, thus helping in achieving educational goals.

Learning resources are materials that can contain messages that can be conveyed by learners or through the use of learning tools. Learning resources can also function as a means of communicating the ideas contained in the learning resources that will be provided (Hafid, A. (2011). In order for education to be more accessible to elementary school students, because learning tools are always changing. The global trend to integrate digital elements and technology into various aspects of daily life is not only happening in Indonesia. Furthermore, the education system needs to be reformed. Technology can achieve educational goals and objectives by making the teaching and learning process more meaningful and successful. The development of new technology can increase everyone's creativity (Arif, et al. 2023, p. 436). Therefore, the use of technology in learning is an important strategy in creating an effective and efficient learning process. However, in the midst of efforts to increase the effectiveness of learning through technology, attention to students' literacy skills should also not be ignored, because literacy is the main foundation in the success of the learning process itself.

Reading interest and literacy skills are basic elements in the process of education and intellectual development of a person. One of the most important skills in today's information age that can help a person succeed in life is the ability to read (Janawati & Rian tini, 2024). Reading is not only an activity to obtain information, but also plays an important role in forming critical thinking, expanding insights, and improving analytical thinking skills. Education in Indonesia is increasingly advanced in various fields, such as religion, technology and science (Arum et al, 2023). With the growth of technology and the development of globalization today, the world of education experiences a detrimental effect for students. so that students are no longer interested in reading books and switch to devices that offer a variety of games (Awalina et al., 2022). So, it is very unfortunate that the rapid sophistication of science and technology has reduced students' interest in reading, especially among students. Low interest in reading has become one of the main issues affecting the

quality of education Human life has always depended on education. Human life has always depended on education (Sukatin et al., 2023).

Previous studies have discussed the impact of technological advances in the world of education. One of them is research by Jamun (2018) which highlights the development of information and communication technology (ICT) and its influence on the learning process. In his research, Jamun emphasized that technology has a positive impact such as increasing learning effectiveness, expanding access to learning resources, and the ease of conveying information quickly through various digital media such as e-learning, internet, and multimedia. Technology also allows learning to no longer be limited to face-to-face, but can be done online and flexibly. However, the research is still general and has not led to the application of more specific technologies in the context of primary education. One of the potential innovations that has not been studied in depth is the digital reading corner. The use of digital reading corners in the elementary school environment can be a strategic solution in improving students' reading literacy in an interesting way and in accordance with the digital native characteristics of today's children. Therefore, this study aims to fill this gap by specifically examining how the implementation of digital reading corners can be used as a learning resource in elementary schools.

Research by Asari et al. (2019) emphasizes that digital literacy competence among teachers and students is indispensable in dealing with the rapid flow of information in the digital era. Digital literacy is not only concerned with technical ability to use technology, but also includes the ability to select, understand, analyze, and evaluate information critically. However, some previous studies, including this one, still focused on the competency aspect and have not thoroughly addressed the implementation challenges in the field. Some studies have indeed begun to highlight the importance of digital literacy and its relationship with increasing reading interest among students. However, the approach used is still limited and has not in-depth examined the various obstacles faced in its implementation. Challenges such as the digital divide due to limited access to devices and infrastructure, as well as students' low interest in reading activities in conventional libraries are real obstacles. Ironically, the presence of technology sometimes exacerbates the low interest in reading if it is not properly integrated into the learning process. Another important aspect that is often overlooked is the exploration of innovative solutions such as the use of augmented reality (AR) technology and gamification elements, which actually have great potential to overcome these barriers and enrich students' reading experience, especially in the context of digital reading corners in elementary schools. Therefore, a more specific follow-up study is needed to identify the effectiveness of innovative digital approaches in increasing reading interest through the integration of digital reading corners in the elementary school environment.

The purpose of this study is to comprehensively describe the use of digital reading corners as one of the learning resources at SDN 16 Mataram. This study also aims to identify and analyze its impact on reading interest and literacy level of elementary school students. Through this approach, it is hoped that the research can provide a more complete picture of how technology can be used effectively in the context of basic education, especially to improve the quality of literacy-based learning. The results of this research are expected to be a reference for educators, policy makers, and learning media developers in designing relevant educational strategies in the digital era. In addition, this research is expected to offer concrete solutions to various obstacles that have not been widely studied, as well as open up space for the development of innovative learning models that are able to foster a digital literacy culture from an early age.

2. RESEARCH METHODS

1. Research Design

The researcher uses a qualitative descriptive approach with the aim of describing in depth The researcher uses a qualitative descriptive approach with the aim of describing in depth the use of digital reading corners as a learning resource at SDN 16. The activity was carried out in three main stages, namely the preparation, implementation, and evaluation stages.

- Preparation Stage

  At this stage, the school takes various initial steps to ensure that the digital reading corner can be used optimally, namely by preparing digital devices in the form of telephones, computers and leptops and ensuring maximum internet connection. Arrange the place that becomes the reading area to be more comfortable and attractive. In addition, the researcher provided socialization to teachers and students on how to use digital reading corners.

- Implementation Stage

  At this stage, the digital reading corner begins to be actively used by students in the learning process and literacy activities. The activities carried out include:

  1. The teacher directs students to use a digital reading corner as part of a learning activity (e.g. reading additional teaching materials or short stories).

2. Students independently access digital reading according to their interests and learning needs.
3. Teachers accompany and monitor digital reading activities, as well as provide assignments or reflections from the readings that have been read.
4. The use is done on a scheduled basis so that all students get a turn.

- Evaluation and Follow-up Stage

This stage is carried out to see the effectiveness of digital reading corners and plan future improvements. The activities carried out include:

1. Teachers evaluate students' reading interests and involvement in digital reading corners.
2. Students are given the opportunity to express opinions or suggestions on the facilities and content of the reading.
3. Improvements are made based on the results of the evaluation, such as increasing the variety of readings, improving the device, or improving usage guidance.

Figure 1. Research Stage Flow Chart

2. Participation

The participants of this study were teachers and students at SDN 16 Mataram, in grade 3 of elementary school with 15 student participants. Which consists of 7 female students and 8 male students. The purposive selection of research participants is necessary to ensure that they have information and expertise that is relevant to the phenomenon being studied, according to Sugiyono (2017).

3. Data Collection

The steps used in the data collection process in this research process are as follows:

1) Observation

It is a direct observation activity. According to Moleong (2014), observation is a useful tool for collecting data on human behavior, social dynamics, and the cultural environment. Observations were carried out directly to collect data on student behavior, social dynamics in the digital reading corner, and the environment at SDN 16 Mataram. The observations allowed researchers to see firsthand how students interact with digital reading corners, their enthusiasm levels, as well as obstacles that may arise in everyday use.

The method of data collection carried out was that the researcher directly observed the activities of the digital reading corner at SDN 16 Mataram. This observation will be made at a predetermined lesson time or break time, so that researchers can see student activities in utilizing the digital reading corner. The researcher will record important details such as the number of students using the reading corner, the type of reading accessed, students' expressions (enthusiasm, bored, etc.), interaction between students, as well as the physical condition of the reading corner and the availability of devices. Field records will be used to record observational findings.

2) Interview

Interviews are used to gather information about something being researched. Interviews can be used to learn the experience, knowledge, and perspective of informants, according to Sugiyono (2017). How to Collect Data in Schools is by conducting face-to-face interviews with 3rd grade teachers and several 3rd grade student representatives at SDN 16 Mataram.

The interview questions included how teachers' views on the impact of digital reading corners on students' reading interest and literacy, challenges in implementation, and their input on future improvements. The interview is conducted at an agreed time so as not to interfere with the teaching and learning process. Meanwhile, the interview with students focused on their experience using a digital reading corner, their preference for digital books over conventional books. Interviews with students are conducted in small groups or individually. All interviews will be recorded or recorded (with permission) for data analysis.

3) Document Analysis

Document analysis is used to look at documents related to the topic being researched. Bungin (2013) emphasizes that document analysis can be used to gather information about the history, laws, and customs surrounding the research subject. The researcher will ask permission from the school (principal or authorized teacher) to access relevant documents at SDN 16 Mataram. The documents sought include borrowing conventional library books, students' daily reading journals, and other documents relevant to literacy policies or programs at school.

4. Data Analysis

One of the techniques for analyzing the data in this study is thematic analysis. According to Miles and Huberman (in Sugiyono, 2017), thematic analysis is used to identify themes and patterns related to the events being studied. The steps in the data analysis process include organizing the data, analyzing and understanding the data, searching for themes, and developing code. This research can offer a thorough understanding of the phenomenon being studied and related data to improve the quality of learning by utilizing case study research design, qualitative research techniques, and appropriate data collection processes.

3. RESULTS AND DISCUSSION

Based on the results of the implementation of the reading corner carried out at SDN 16 Mataram carried out in the lower class, namely grade 3 students as many as 15 people consisting of 8 male students and 7 female students, the results of interviews and observations, the use of digital reading corners in this school has brought positive changes to students' reading habits, so information was obtained based on interviews with teachers that since the implementation of digital reading corners resulted in students being more diligent in reading, This is seen quite significantly among students. A corner is a place where the space is used for purposes. Meanwhile, the reading corner is one of the programs designed by the government through education where there is a special place provided for students to read and write. The program is very beneficial for students because it is geared towards being productive in terms of reading. The reading corner is a corner or corner where students can read, where there are educational books and writings from students in each class. The location of the reading corner is usually filled with books and student writings with attractive decorations and these are from materials and equipment that are easy to obtain and then created in such a way that it becomes a unique and interesting room and makes students excited to read and write (Ministry of Education and Culture, 2016).

Based on the results of the implementation of the reading corner at SDN 16 Mataram, it is in line with the results of research from Sajidah (2023) that there is an increase in reading interest in fifth grade elementary school students and a positive impact of digital literacy activities at Ahmad Yani school, Kuningan Regency, In addition, reading interest in Indonesia is also driven by the importance of literacy, especially reading, in student growth and the difficulties they face. Research from (Batubara, H.H., & Ariani, 2018) that one way to increase reading interest and improve overall literacy is through the use of digital literacy based on the results of the above research in line with one of the efforts to implement and create a Digital Reading Corner in Lembang Uluway. The purpose of this digital reading corner is to encourage reading interest, especially for students, to create a reading area and environment rich in digital content and literacy. Therefore, it is in line with the conditions at SDN 16 Mataram which shows positive changes after the digital reading corner is implemented.

Based on the results of interviews with grade 3 teachers, before the existence of digital reading corners, most students tended to be less enthusiastic about reading activities in conventional libraries. However, once access to digital reading corners is available, students begin to show interest in reading digital books, mainly because of their interactive appearance and attractive use of visual media. Furthermore, teachers also observed that some students who previously rarely read are now actively choosing and opening digital readings according to their interests. They also find it easier to understand the content of the reading because of the support of attractive images. In addition, the teacher noted that during class discussion activities, students became more confident in conveying the content of the stories they had read before. Some of the obstacles in the use of the reading corner are as follows:

1. Limited access to devices and infrastructure

Limited access to devices and infrastructure is one of the main challenges in the use of digital reading corners in schools. This challenge arises because not all schools have adequate supporting facilities and infrastructure, such as the availability of tablets, computers, laptops, or a stable internet network. As a result, there is a digital divide between students who have access to technological devices and students who do not. At SDN 16 Mataram, for example, there is a significant difference between students who are used to using digital devices at home and those who only rely on school facilities. Students who have their own gadgets at home tend to adapt faster and are able to make optimal use of digital reading corners. In

contrast, students who do not have devices at home take longer to understand how to operate digital reading devices and often rely on teacher guidance.

One of the main causes of this problem is the lack of information and communication technology (ICT) infrastructure, such as computers and other digital devices. This hinders the use of modern learning media that are interactive and interesting. Our solution to address these challenges and barriers is for schools to leverage available internal resources to overcome these limitations. For example, by allocating school budgets to purchase and provide necessary digital devices, or collaborating with teachers or staff who have personal devices.

2. Lack of interest and motivation of students to read in regular libraries

The lack of interest and motivation of students to read in the ordinary library at SDN 16 Mataram, this can be seen from the lack of book borrowing shows that books are less in demand as a source of reading by students. In addition, unsatisfactory daily reading journals indicate low participation and active involvement of students in literacy-related activities. The daily reading journal is a description of literacy competencies and habits (Lubis Graduation, 2020).

Interest plays a big role in learning success. Without interest in the material, students often have difficulty understanding the content due to low motivation and dissatisfaction with the lessons. On the other hand, if the material is according to interest, learning becomes easier to remember and master, because interest fosters enthusiasm and encouragement to actively learn. Therefore, it is important to instill an interest in learning in every student so that they gain useful knowledge in real life. To increase this interest, educational technology offers an effective solution. For example, augmented reality (AR) is able to create an interactive and realistic learning experience, thereby increasing student attraction and motivation. A study by Rachman et al. (2024) shows that the use of AR in the classroom deepens engagement and increases students' interest and motivation to learn In addition, the use of gamification-based platforms, such as Kahoot, Socrative, and smartphone-response systems, has been shown to increase student participation, collaboration, and motivation. For example, Awedh et al. (2015) found that the use of Socrative with smartphones increased student engagement in collaborative learning While Guerrero et al. (2024) reported that the use of mobile devices in engineering lectures was able to significantly increase participation. Meta-analysis studies also show that technology-based active learning such as clickers, interactive simulations, games, and AR/VR support learning success, increase motivation, interest, and academic achievement Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) model also guides the design of learning technologies so that digital solutions spark student interest, relevance, confidence, and satisfaction.

3. Less conducive environmental conditions

The atmosphere at school is not conducive to reading and learning activities. Classrooms that are sometimes noisy, uncomfortable room layouts, and unattractive reading corners can hinder students' concentration and interest in reading. In fact, the establishment of reading corners has been proven to be able to significantly increase reading interest in students (M. Yudy Rachman et al., 2023) (Santi & Setyaningsih, 2023). In addition, the lack of support from peers and a weak literacy culture in schools also affect students' motivation to engage in literacy activities.

Unsupportive learning environments, such as cramped classrooms, weak internet connections, or a lack of digital devices, can hinder technology-based learning. An effective solution to address this is to redesign classrooms to be flexible and ergonomic. Research by Sturgeon et al. (2022) shows that physically comfortable learning spaces increase student engagement in digital learning. The use of augmented reality (AR) technology is also an alternative to create an interactive learning experience without depending on the physical environment. Ibáñez & Delgado-Kloos (2018) stated that AR increases students' motivation to learn.

4. CONCLUSION

The use of digital reading corners at SDN 16 Mataram has had a significant positive impact in increasing students' interest in reading and literacy. This is in line with the research objectives and findings that digital technology is able to expand and improve conventional education methodologies. Specifically, students show

increased enthusiasm in reading interactive and easy-to-understand digital books thanks to the support of attractive images.

However, the implementation of digital reading corners faces some specific challenges. First, limited access to digital devices and infrastructure creates a significant digital divide among students, where students who have devices at home adapt faster than those who don't. Second, the low interest of students in conventional libraries can be seen from the lack of borrowing of books and daily reading journals that are not satisfactory. Third, the condition of the learning environment that is not conducive, such as noisy classrooms and less attractive reading corners, are also obstacles in students' concentration and motivation to read.

To overcome this obstacle, it is recommended to allocate school budgets to provide adequate digital devices. In addition, the use of innovative technologies such as augmented reality (AR) and gamification is highly recommended to increase students' motivation and engagement in reading. AR is capable of creating interactive and realistic learning experiences, while gamification-based platforms have been proven to increase student participation and collaboration.

This research has important significance because it provides concrete insights into the potential of digital reading corners in improving the quality of learning and literacy at the elementary school level. It is hoped that the results of this research can be a reference for educators and policy makers in designing relevant educational strategies in the digital era, as well as offering concrete solutions to foster a digital literacy culture from an early age.

However, this study has limitations because it was only conducted in one school (SDN 16 Mataram), so the findings may not be generalized to all schools. In addition, the study focused on qualitative descriptive analysis over a period of time and did not include longitudinal or long-term evaluation of the impact of digital reading corners on the development of students' reading interest and literacy.

REFERENCES

Adiguzel, S. (2023). Empowering digital citizenship through distance education: A technology-driven education action plan. Critical Roles of Digital Citizenship and Digital Ethics, 49–60. https://doi.org/10.4018/978-1-6684-8934-5.ch004

Arif, S. (2023). Digital Learning Media as a Student Learning Resource

Arum, R. P., Ahmad, W., & Anam, B. (2023). Increasing the reading interest of elementary school students through the reading corner. Open Community Service Journal, 02(02), 122–130

Asari, A., Kurniawan, T., Ansor, S., & Putra, A. B. N. R. (2019). Digital literacy competencies for teachers and students in the Malang district school environment. BIBLIOTICS: Journal of Library and Information Studies, 3(2), 98-104.

Awalina, F. M., Nurfadhillah, S., & Nuraeni, Y. (2022). Analysis of School Literacy Movement through the Reading Corner of Grade 4 Students of SDN Pinang 1. Fondatia, 6(4), 794–806. https://doi.org/10.36088/fondatia.v 6i4.2158

Batubara, H. H., & Ariani, D. N. (2018). Implementation of the Elementary School Literacy Movement Program,. 1, 15 in February 2023 Pages 435 – 446.

Bungin, Burhan. 2013. Social & Economic Research Methodology: Quantitative and Qualitative Formats for the Study of Sociology, Public Policy, Communication, Management, and Marketing. Jakarta: Kencana Prenada Media Group.

Degeng, I Nyoman Sudana. (1993). Handbook of Inter-University Educational Technology for the Improvement and Development of Instructional Activities of Open Universities.Jakarta: Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia.

Hafid, A. (2011). Learning resources and media. Sulesana: Journal of Islamic Insights, 6(2), 69-78.

Ibáñez, M. B., & Delgado-Kloos, C. (2018). Augmented reality for STEM learning: A systematic review. Computers & Education, 123, 109-123

Jamun, Y. M. (2018). The impact of technology on education. Missio Journal of Education and Culture, 10(1), 48-52.

Janawati, D. P. A., & Riantini, N. N. S. (2024). Analysis of Reading Interest of Grade 6 Students Through the Reading Corner. Journal of Basicedu, 8(1), 119–126. https://doi.org/10.31004/basicedu.v 8i1.6975

Lailia, S. A., Fatimah, S., Seftiana, A. F., Ayu, S., & Rista, V. N. (2023). Integrating digital technology in learning in MI/SD in the era of the industrial revolution 5.0. SIGNIFICANT: Journal Of Research And Multidisciplinary, 2(01), 10-19.

M. Yudy Rachman, Ali Sadikin, Dahniar, D., Yohana Yustika Sari, Diah Fitriaty, & Novita Weningtyas Respati. (2023). The Establishment of a Reading Corner as a Way to Increase Children's Interest in Reading. Joong-Ki : Journal of Community Service, 2(3), 629–635. https://doi.org/10.56799/joongki.v2i3.2044

Mokalu, V. R., Panjaitan, J. K., Boiliu, N. I., & Rantung, D. A. (2022). The Relationship between Learning Theory and Educational Technology. Educational: Journal of Educational Sciences, 4(1), 1475–1486.

Moleong, Lexy J. 2014. Qualitative Research Methodology (Revised Edition). Bandung: Remaja Rosdakarya

Nasution, W. N. (2017). Learning planning: definition, objectives and procedures. Ittihad: Journal of Education, 1(2), 185-195.

History Education. Educational: Journal of Educational Sciences, Volume 5 Number 1

Putra, P. A. N. (2025). Limited access and infrastructure in the sustainability of vocational education. HUMANITIS: Journal of Homaniora, Social and Business, 3(5), 1202-1207.

Reski. D. P., Arismunandar, Suardi. (2024). The Paradigm of the Development of Indonesian Basic Education in the Era of Society 5.0. Journal on Education. Vol. 07. No. 01. Thing. 6628-6636.

Sajidah, M., Rahman, M. C., Dewi, R. A., Kamilah, S. N., & Wulan, N. S. (2023). Increasing Elementary School Students' Interest in Reading Through Digital Literacy. Journal of Indonesian Basic Education, 2(3), 171-182.

Salsabila, U. H., Sari, L. I., Lathif, K. H., Lestari, A. P., & Ayuning, A. (2020). The role of technology in learning during the covid-19 pandemic. Al-Mutharahah: Journal of Religious Social Research and Studies, 17(2), 188-198.

Santi, F. U., & Setyaningsih, N. (2023). Implementation of the Making of a Reading Corner as an Effort to Improve the Literacy of Muhammadiyah Sambbeng Elementary School Students. Journal of Community Service of the Nation, 1(7), 1007–1013. https://doi.org/10.59837/jpmba.v1i7.296

State Elementary School Gugus Sungai Miai Banjarmasin. School Education Journal

Selvi, I. D. (2022). Online learning and child abuse: the COVID-19 pandemic impact on work and school from home in Indonesia. Heliyon, 8(1).

Silvana, H., Rullyana, G., & Hadiapurwa, A. (2019). Teachers' Information Needs in the Digital Era: A Case Study at Labschool Elementary School, Universitas Pendidikan Indonesia. Journal of Documentation and Information, 40(2), 147.

Sugiyono. 2017. Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta.

Sugiyono. 2017. Educational Research Methods: Quantitative, Qualitative, and R&D Approaches.

Sukatin, S., Munawwaroh, S., Emilia, E., & Sulistyowati, S. (2023). Character Education in the World of Education. Anwarul, 3(5), 1044-1054. https://doi.org/10.58578/anwarul.v 3i5.1457

Syafriafdi, N. (2020). The role of educational technology in learning. Al-Aulia: Journal of Islamic Education and Sciences, 6(1), 1-8. Rogantina Meri Andri, "The Role and Function of Technology in Improving the Quality of Learning," Scientific Journal of Science Research 3, no. 1 (2017): 122–29, http://www.jurnalmudiraindure.com/wpcontent/uploads/2017/04/PERAN-DAN-FUNGSI-TEKNOLOGI-DALAM-PENINGKATAN-KUALITASPEMBELAJARAN.pdf.

Widiara, I. K. (2018). Blended Learning as an Alternative to Learning in the Digital Era. Journal of Clinical Psychology, 2(2), 50–56.

Graduation of Lubis, S. S. (2020). BUILDING A READING LITERACY CULTURE BY UTILIZING DAILY READING JOURNAL MEDIA. PIONEER: JOURNAL OF EDUCATION, 9(1). https://doi.org/10.22373/pjp.v9i1.7167

Zaid, M., Razak, F., & Alam, A. A. F. (2022). The effectiveness of STEAM-based augmented reality learning media in improving the quality of science learning in elementary schools. Journal of Pelita: Journal of Integrated Science Learning, 2(2), 59-68

Zulfa, N. A. Students' perception of social media as a medium for online learning assessment in chemistry education study programs (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).