

Enhancing Literacy Achievement Among Junior High School Students in West Sumbawa Regency through the Digital Microsite Go Jamu Sumbar

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Abstract: *This* This study aims to examine the strategies and stages involved in integrating the *Go Jamu Sumbar* digital microsite into the learning process and to evaluate its effectiveness in enhancing literacy development among junior high school students in West Sumbawa Regency (KSB) across cognitive, affective, and psychomotor domains. The research engaged key stakeholders, including representatives from the Ministry of Education and Culture, school principals, teachers, and students from ten pilot junior high schools. Data were collected through observations, structured tests, in-depth interviews, and Focus Group Discussions (FGDs). Employing a qualitative research design grounded in the post-positivist paradigm, the study was conducted in natural settings using an inductive approach that emphasizes meaning rather than generalization, with participants selected through purposive sampling. The findings reveal that the main strategies for implementation include socialization, teacher training, integration of digital technology into daily school routines and curricula, innovation in creative and physical literacy activities, utilization of digital infrastructure, enhancement of teachers' digital competencies, classroom mentoring, strengthening of students' interest and motivation, as well as institutional support and government policies through regional literacy initiatives. In conclusion, the *Go Jamu Sumbar* digital microsite has been effectively integrated into ten pilot junior high schools, contributing significantly to literacy development by fostering students' critical awareness, motivation, and independent learning culture.

Keywords: Literacy, Junior High School, Technology, Microsite, Go Jamu Sumbar.

Introduction

Reading and writing proficiency holds paramount importance for students, serving as a fundamental foundation for knowledge assessment, the development of critical and analytical thinking, and essential preparation for competing in the digital era. The rapid advancement of technology in the Society 5.0 era has become a pivotal factor that offers convenience across various public sectors, including education, particularly within the West Sumbawa Regency Education and Culture Office (DIKBUD KSB). National educational reports indicate that literacy achievement in KSB remains low, while numeracy performance and instructional quality are categorized as moderate. Consequently, DIKBUD KSB requires continuous innovation to elevate these indicators. One crucial strategy involves leveraging supportive technology to strengthen literacy development and facilitate the implementation of the *Merdeka Curriculum* in schools.

The *Go Jamu Sumbar* Microsite has been officially launched and widely utilized by junior high school students, featuring engaging functionalities and integration with national language centers, education service hubs, and the Ministry of Education and Culture's website. Moreover, promoting digital literacy through media grounded in local wisdom is essential for addressing the

challenges faced by today's youth, allowing them to evolve with technological change without neglecting their regional cultural heritage. The present study on the integration of the *Go Jamu Sumbar* digital microsite technology into literacy learning serves as the analytical foundation for advancing discourse and distinguishing this investigation from prior research. Related previous studies include Nurfalah and Rahayu (2023), who explored “*Microsite-Based Mathematical Statistics Education Media to Increase Student Learning Motivation After the Covid-19 Pandemic*” and reported that microsite use increased student motivation from an average of 68% to 81%, positively influencing learning outcomes. Likewise, Intaniasari and Utami (2022), in their study “*Increasing Student Reading Culture Through Digital Literacy in Learning and School Literacy Programs*,” found that integrating digital literacy into school programs effectively nurtured students’ reading habits in both online and offline settings, particularly motivating them during the pandemic.

The novelty of this study lies in its specific focus on enhancing literacy development among junior high school students through the *Go Jamu Sumbar* digital microsite technology, offering innovations in focus, approach, empirical results, contextual relevance, methodology, comparative advantages, and identification of challenges. The contribution of this research is evident in the formulation of a contextual digital literacy learning model, the advancement of educational technology innovation, and the enrichment of scholarly discourse on literacy integrated with digital pedagogy—particularly within the framework of technology-driven educational policy. Accordingly, the objectives of this study are to examine the strategies and implementation stages of the *Go Jamu Sumbar* microsite as a digital learning medium and to empirically assess its effectiveness in promoting literacy achievement, awareness, and culture among junior high school students.

Method

This study adopts a qualitative research approach supported by field-based inquiry, grounded in the post-positivist paradigm. This methodological orientation was intentionally selected, as the study primarily sought to interpret the *meaning, sequential processes, and user experiences* associated with the integration of the *Go Jamu Sumbar* digital microsite into literacy learning—rather than to emphasize statistical generalization. Participants (informants) were selected using a purposive sampling technique, ensuring the inclusion of individuals possessing in-depth knowledge and comprehensive understanding of the phenomenon under investigation. This approach enabled the researcher to obtain rich, contextually grounded data reflecting the realities of technology integration within the literacy development context of West Sumbawa.

Instruments and Data Collection

In qualitative inquiry, the primary instrument is the researcher themselves (human instrument), who acts as the key agent for data interpretation and analytical synthesis. The researcher played a central role in managing the research process, from planning and field engagement to data analysis and theoretical interpretation. To complement this, several supporting instruments were employed, including observation sheets, structured test instruments, interview

guides, FGD protocols, and documentation templates. These tools facilitated systematic data collection and triangulation across multiple sources and contexts.

Data Collection Procedures

The data collection process was systematically conducted to ensure the validity and comprehensiveness of the study. It began with direct observation and documentation of the *Go Jamu Sumbar* Microsite's implementation during the pilot phase across ten junior high schools and the DIKBUD KSB office, capturing real conditions of use and supporting infrastructure. Subsequently, in-depth interviews were carried out with DIKBUD officials, school principals, teachers, and students to assess the microsite's effectiveness in enhancing digital literacy and to explore related experiences and challenges. Focus Group Discussions (FGDs) involving key stakeholders were then organized to validate and triangulate data obtained from observations and interviews. Finally, archival data such as policy documents, media reports, and photographic records were collected to complement and contextualize the primary findings.

Participants

The participants of this study were drawn from multiple institutional levels to ensure a comprehensive understanding of the *Go Jamu Sumbar* Microsite's implementation. At the government level, key informants included policymakers from the Education and Culture Office (DIKBUD) of West Sumbawa Regency and the Communication and Information Office (KOMINFO), which oversees the microsite's operation. At the school level, ten pilot junior high schools—SMPN 1 Taliwang, SMPN 3 Taliwang, SMPN Poto Tano, SMPN 1 Seteluk, SMPN 3 Poto Tano, SMPN 1 Brang Ene, SMPN 1 Brang Rea, SMPN Jereweh, SMPN 1 Maluku, and SMPN 1 Sekongkang—were purposively selected. The school-based participants comprised principals, teachers, and students who directly utilized the microsite as part of their learning activities.

Data Analysis

Data analysis employed an inductive qualitative approach, proceeding through a systematic process that emphasized meaning and contextual understanding. The data were initially organized through the selection, categorization, and summarization of key information gathered from the field. Subsequently, the processed data were organized and displayed in descriptive narrative form to reveal emerging patterns and relationships. Conclusions were then drawn and verified to address the core research objectives, namely identifying strategies, implementation steps, and the effectiveness of the *Go Jamu Sumbar* Microsite in enhancing student literacy. To ensure the credibility and rigor of the findings, triangulation was applied across sources (students, teachers, and policymakers), techniques (observation, structured tests, and interviews), and timeframes, thereby strengthening the validity and consistency of interpretations.

Results And Discussion

Following a comprehensive process of data collection, reduction, and analysis, the findings of this study *Technology Integration and Literacy Development: Evidence from the Use of the "Go Jamu*

Sumbar” *Digital Microsite among Junior High School Students in West Sumbawa, Indonesia*, are presented below.

Description of Research Data

The study on students’ literacy achievement was carried out in West Sumbawa Regency (KSB), focusing on strategies and the effectiveness of improving literacy among junior high school students through the use of the *Go Jamu Sumbar* digital microsite, an application based on local wisdom developed by the KSB Office of Education and Culture and launched in 2022. The research process began with the submission of a formal research permit to BRIDA KSB and DIKBUD KSB, followed by a literature review of mass media reports related to the launch and implementation of the *Go Jamu Sumbar* program. Data were collected through observations and interviews conducted in ten pilot schools implementing the program: SMPN 1 Taliwang, SMPN 3 Taliwang, SMPN Jereweh, SMPN 1 Poto Tano, SMPN 1 Maluku, SMPN Seteluk, SMPN 1 Brang Ene, SMPN 1 Brang Rea, SMPN 3 Poto Tano, and SMPN 1 Sekongkang.

A total of 220 student respondents participated in testing the effectiveness of *Go Jamu Sumbar*, along with 14 teachers who were interviewed to provide insights from classroom implementation. Additionally, Focus Group Discussions (FGDs) were conducted with ten school principals and ten teachers to identify challenges and best practices in integrating the program. Based on the results of structured interviews, FGDs, and consultations with the Ministry of Education and Culture, school principals, and teachers, several key findings were obtained regarding the program’s effectiveness in enhancing students’ literacy achievement. The quantitative analysis of the effectiveness test yielded the following data.

Strategies and Implementation Steps of *Go Jamu Sumbar* in Improving the Literacy Achievement of Junior High School Students in KSB

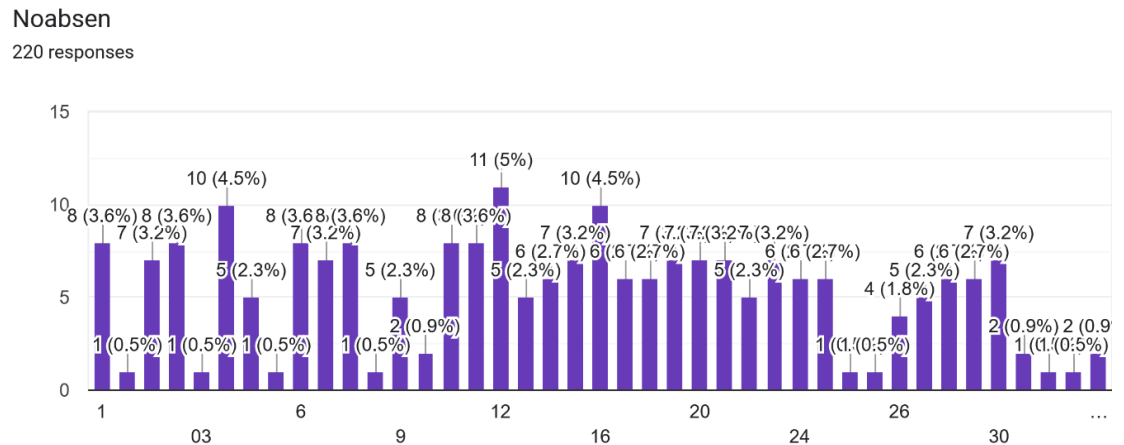
Data related to the strategies and implementation steps of *Go Jamu Sumbar* were analyzed based on findings from FGDs and interviews with representatives of the ten pilot schools. Teachers and school representatives collaboratively discussed the integration and strategic implementation of the *Go Jamu Sumbar* microsite, which has been progressively introduced and applied over the past three years. Findings indicate that teachers have successfully integrated digital technology into students’ daily learning activities—not only through *Go Jamu Sumbar* but also via other digital tools—to strengthen students’ literacy culture. The implementation strategy of the *Go Jamu Sumbar* microsite in the pilot schools primarily focused on embedding the program into school routines and aligning it with the curriculum. However, several implementation challenges were identified, including variations in digital literacy among teachers, limited technological infrastructure in certain schools, and the need for continuous training and technical support. Despite these obstacles, most schools reported that *Go Jamu Sumbar* has contributed significantly to increasing students’ motivation to read and engage with digital learning materials.

Discussions with teachers and stakeholders indicated that the *Go Jamu Sumbar* microsite represents an effective technological media innovation for addressing low literacy levels among junior high school students in KSB. Overall, findings show that the microsite has been successful

in achieving its primary objective—enhancing literacy, particularly by fostering digital literacy awareness and culture—despite notable technical challenges.

Measuring the Effectiveness of the *Go Jamu Sumbar* Microsite in Enhancing Literacy among Junior High School Students in KSB

Based on the bar chart data, a total of 220 respondents participated in this study. The details are presented in the following bar chart.



Additionally, 62.8% of students agreed or strongly agreed that they shared the information obtained from the microsite with others. This high rate of information sharing suggests that the content is perceived as useful, relevant, and worthy of discussion. Beyond improving student literacy, the *Go Jamu Sumbar* Microsite also contributes to the dissemination of literacy-related information within users’ social communities. Although the psychomotor aspect results were generally positive, a considerable proportion of users (approximately 29–34%) selected neutral responses regarding how often they read literacy content or practiced daily reading habits. This indicates that the *Go Jamu Sumbar* Microsite still needs to enhance student engagement and content consistency to ensure that its benefits are more strongly felt among this neutral group. Possible improvements include adding reminder features, varied releases, and serialized content.

Discussion

Based on the findings regarding the effectiveness of the *Go Jamu Sumbar* microsite in improving students’ literacy, this section discusses the research problem concerning the strategies and implementation steps that support the effective use of the *Go Jamu Sumbar* microsite in enhancing literacy among junior high school students in West Sumbawa Regency (KSB). The discussion is reviewed from three key dimensions: cognitive, affective, and psychomotor aspects. The socialization activity was conducted simultaneously via Zoom, following the provided guidelines, and included presentations by DIKBUD KSB on the functions and features available within the *Go Jamu Sumbar* microsite. Based on the results of interviews with the Education and

Culture Office, the next phase after the socialization was the implementation at the student level, where students were encouraged to access the microsite using their learning ID or by logging in directly to explore the available features. Schools also conducted a routine literacy movement, which included “15 minutes of reading” activities. References and reading materials could be accessed through the *Go Jamu Sumbar* microsite, particularly under the Budi Kemendikbud feature menu. The use of the microsite was also recommended as a digital learning resource within the school environment.

Overall, the success of the *Go Jamu Sumbar* microsite program is largely attributed to a well-planned implementation strategy developed by the Department of Education and Culture of West Sumbawa Regency. Based on the results of the FGD, the integration of the microsite as a learning medium into both the 15-minute daily literacy activity before lessons and the curriculum (RPP/PBL) is identified as the main strategy that effectively contributes to improving students’ literacy performance.

Cognitive Impact

These findings indicate that students not only accessed and engaged with the *Go Jamu Sumbar* microsite, but also demonstrated meaningful interaction and experience through active use of its literacy features that stimulate the long-term memory (retention). This aligns with Richard E. Mayer’s Cognitive Theory of Multimedia Learning (CTML), which posits that learning media should be designed in accordance with how the human mind processes information through both auditory and visual channels, requiring active cognitive engagement to facilitate long-term memory formation. CTML emphasizes that students’ long-term memory develops when they receive relevant information, organize it, and integrate it with their prior knowledge. The finding that 78.6% of students showed enhanced understanding and retention supports the theoretical principles of CTML, confirming that the *Go Jamu Sumbar* microsite effectively fosters deeper cognitive processing in literacy learning.

Furthermore, Mayer (2009) highlights that instructional media should be developed by considering how humans think and process information through auditory and visual stimuli, cognitive capacity, and active engagement, ensuring that learning becomes meaningful. The multimedia features embedded in the *Go Jamu Sumbar* microsite facilitate such audio-visual learning processes, thereby enhancing students’ material comprehension and absorption levels. In addition, findings from a related study by Pratama and Darmawan (2022) on the application of microsite-based learning media also demonstrated its effectiveness in enhancing students’ motivation, curiosity, and learning outcomes. This further reinforces the conclusion that the *Go Jamu Sumbar* microsite represents a theoretically sound and empirically validated tool for improving the cognitive domain of literacy learning among junior high school students.

Affective Impact

This is consistent with Self-Determination Theory (Deci & Ryan, 2000), which posits that effective learning arises when students experience competence, autonomy, and relatedness to the material being studied. The affective aspect thus develops strongly within students: they find learning through the *Go Jamu Sumbar* microsite more enjoyable than through conventional

methods such as lectures and printed textbooks. Moreover, students reported feelings of confidence and pride after using the microsite, suggesting a positive technological attitude in line with the Technology Acceptance Model (TAM). This model indicates that when students perceive a technology as useful and easy to use, positive attitudes such as pride and confidence are more likely to emerge.

In addition, the microsite helps capture and sustain students' attention due to its engaging, interactive, and accessible content—qualities that make students eager to explore available resources. According to Keller's ARCS Model of Motivation (2020)—which includes *Attention, Relevance, Confidence, and Satisfaction*—attention is the initial and critical element in enhancing learning motivation. Engaging media stimulates student involvement, and in this context, the Budi Kemendikbud digital library effectively generates attention and relevance, enabling students to remain focused and motivated in the literacy learning process.

Psychomotor Impact

Statements on information sharing reveal that students have developed the ability to utilize link-sharing features, participate in online discussions, and upload reading outcomes, indicating an adaptive level of motor skills—the ability to adjust movements and actions to new digital communication contexts through collaboration. In using the *Go Jamu Sumbar* Microsite, students appear to have reached the articulation and naturalization stages, demonstrating the ability to integrate motor and cognitive skills while taking notes, interacting, and sharing during digital literacy learning. This aligns with Hamalik's (2019) findings, which emphasize that psychomotor development occurs most effectively when students are given the opportunity to directly practice technology within interactive learning environments. Furthermore, the *Digital Literacy Skills Framework* proposed by Ng (2012) and UNESCO (2018) highlights that digital competence encompasses three interrelated domains: technical skills (the ability to use digital tools), cognitive skills (the ability to understand and evaluate information), and social-emotional skills (the ability to collaborate and share information ethically). These competencies are clearly reflected in students' psychomotor behaviors when using the *Go Jamu Sumbar* Microsite.

Overall, the analysis confirms that the *Go Jamu Sumbar* Microsite is effective in enhancing the digital psychomotor skills of junior high school students in Sumbawa Barat Regency. The key indicators include their ability to operate digital media, record digital reading outcomes, and interact and share information effectively. Within the framework of 21st-century learning, these abilities serve as an essential bridge connecting the cognitive and affective domains to the development of practical, technology-based skills.

Conclusion

Based on the data analysis and discussion, this study draws the following conclusions. The primary strategy for implementing the *Go Jamu Sumbar* Microsite centers on the integration of digital technology into daily educational activities and school curricula. This implementation was carried out through several key stages, Socialization, conducted in ten schools designated as pilot projects for the *Go Jamu Sumbar* Microsite implementation. Literacy Movement Implementation,

the literacy program was integrated into routine school activities such as *Lesson Plans (RPP)*, *Project-Based Learning (PBL)*, and the broader curriculum, accompanied by ongoing mentoring and student socialization. Application Utilization, the *Budi* feature within the Microsite was designated as mandatory reading material during the 15-minute daily literacy session. Active Learning Activities, the program encouraged creative and physical literacy activities such as summarizing, storytelling, poetry reading, and letter writing, using materials sourced from the Microsite. Increased Library Visits, Schools promoted regular library visits as part of the literacy enhancement strategy to foster reading engagement.

The effectiveness of the *Go Jamu Sumbawa* Microsite in enhancing literacy achievement was assessed across Cognitive, Affective, and Psychomotor domains. The results indicate that the use of digital technology through this Microsite is effective in improving literacy among junior high school (*SMP*) students in Sumbawa Barat Regency (KSB). These findings demonstrate that emotional engagement plays a crucial role in sustaining literacy motivation. The Microsite contributed to notable behavioral improvements in literacy-related actions, including self-directed learning (73.0%), reading intensity (54.1%), reading habits (61.4%), motivation to summarize (65.3%), and information sharing (62.8%). These results show that the Microsite effectively fosters active and independent learning behaviors among students. Despite high enthusiasm, challenges were identified in students' reading consistency. Neutral responses (score 3) ranged between 29% and 34%, indicating moderate engagement levels. These constraints are primarily attributed to limitations in digital infrastructure, such as access to devices and internet connectivity in several participating schools.

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