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The Influence of Pojok Membaca Digital (Pocadi) on The Literacy Ability of Students in Public Elementary Schools in Magetan

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Abstract

This study aims to describe the implementation of the Digital Reading Corner (Pojok Membaca Digital/PoCaDi) program, describe students' literacy ability, and examine its effect on the literacy ability of elementary school students in Magetan Regency. A quantitative causal-correlational approach was used, involving the entire population of 89 students from six public elementary schools as respondents (saturation sampling). Data were collected through a 4-point Likert-scale questionnaire and analyzed using simple linear regression with SPSS 20. The results show that the implementation of PoCaDi is in the good category (mean score 60.34; 75.43%), while students' literacy ability is in the high category (mean score 62.13; 77.66%). Simple linear regression analysis produced the equation $\hat{Y} = 19.511 + 0.706X$, with a t-value of 9.320 (Sig. 0.000 < 0.05) and a coefficient of determination (R^2) of 0.500, indicating that PoCaDi contributes 50.0% to the variance in students' literacy ability. These findings confirm that PoCaDi is an effective special library service strategy for strengthening literacy in elementary schools.

Keywords: pojok membaca digital; literacy ability; elementary school students; special service management

Abstract

The abstract contains 150-200 words and consists of only 1 paragraph, which contains the background, objectives, methods, and results of the research.

Keywords: keyword 1; keyword 2; keyword 3

1. Introduction

Education is one of the primary foundations for building the quality of a nation's human resources. Amid the rapid pace of information-technology development, literacy is no longer limited to conventional reading and writing ability, but has evolved into a complex competency encompassing the skills to understand, examine, evaluate, and make use of information from various sources, including digital sources (Kemendikbud, 2020). Abidin (2017) asserts that adequate literacy helps students master learning material while also sharpening critical reasoning. However, Indonesian students' literacy achievement on the 2022 PISA assessment remains at a level that needs improvement (Kemendikbud, 2022), prompting various education stakeholders to innovate by designing literacy-strengthening programs at the elementary-school level.

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A number of prior studies have examined reading-corner programs and their effect on student literacy. Nurazizah and Wahyuningsih (2023) found that conventional reading-corner programs in elementary schools contribute significantly to strengthening students' reading interest and literacy habits, while Juliansyah and Rukmana (2022) found a positive effect of the reading corner on reading ability. Ramandanu (2019) emphasized the importance of reading-corner facility support for cultivating a culture of literacy in schools. Even so, these studies generally focus on conventional reading corners, while quantitative research on digital-technology-based reading corners, such as the Digital Reading Corner (PoCaDi), remains very limited. Meo et al. (2024) state that a reading corner integrated with digital technology can build a stronger literacy culture because it offers a more varied and interactive learning experience, in line with Prensky's (2001) concept of digital natives, under which a generation that grows up alongside digital technology tends to be more responsive to digital-based learning media.

The novelty of this research lies in providing quantitative evidence of the effect of PoCaDi — as a form of innovation in digital-based special school-library services — on students' literacy ability, a topic that has so far received little empirical study, particularly in Magetan Regency. The PoCaDi program is positioned within the framework of Student Management through School Special Service Management (Imron, 2011; Mulyasa, 2014), and is supported by the Zone of Proximal Development Theory (Vygotsky, 1978), which views digital technology as scaffolding for students' literacy development.

Based on the description above, this study is formulated to answer three questions, namely: what is the level of PoCaDi implementation in public elementary schools in Magetan Regency; what is the level of literacy ability of students who take part in the PoCaDi program; and does the implementation of PoCaDi have a significant effect on students' literacy ability. The research hypothesis is H1: there is a significant effect of PoCaDi implementation on students' literacy ability in public elementary schools in Magetan. The aim of this study is to describe the level of PoCaDi implementation, describe the level of students' literacy ability, and analyze the effect of PoCaDi implementation on students' literacy ability in public elementary schools in Magetan Regency.

2. Method

This study used a quantitative approach with a causal-correlational research design, aimed at testing the cause-and-effect relationship between the independent and dependent variables through a predetermined hypothesis (Creswell, 2010; Sugiyono, 2020). The research population comprised all students actively enrolled in the PoCaDi program at six public elementary schools in Magetan Regency, totaling 89 students. Because the population size was relatively small (fewer than 100 people), all members of the population were used as the research sample through a saturation-sampling technique (Sugiyono, 2020; Arikunto, 2013).

The independent variable (X) was PoCaDi implementation, measured through five sub-variables: introduction, utilization, ease of use, interest, and program effectiveness. The dependent variable

(Y) was students' literacy ability, measured through five dimensions of information literacy: need, access, evaluation, use, and understanding of information's impact. Both variables were measured using a 4-point Likert-scale questionnaire (20 items per variable) designed without a neutral response category, to avoid the tendency of elementary-school-age respondents to give a "safe" answer (Azwar, 2013). The instrument had been validated by expert judgment and had received input from the examining lecturers at the proposal seminar before being used for data collection.

Data were analyzed in stages using SPSS version 20, comprising a validity test (Pearson Product Moment correlation), a reliability test (Cronbach's Alpha), descriptive analysis, a normality test (Kolmogorov-Smirnov and Shapiro-Wilk), a linearity test, a heteroscedasticity test (Glejser test), and a simple linear regression analysis to examine the effect of PoCaDi implementation on students' literacy ability. Hypothesis testing was carried out through the t-test, F-test, and the coefficient of determination (R^2).

3. Results and Discussion

3.1 Result

Table 1. Frequency Distribution and Categorization of the Research Variables

Category	Variable X (PoCaDi)f (%)	Variable Y (Literacy)f (%)
Very Good / Very High	25 (28.1%)	30 (33.7%)
Good / High	40 (44.9%)	41 (46.0%)
Fairly Good / Fairly High	20 (22.5%)	15 (16.9%)
Poor / Low	4 (4.5%)	3 (3.4%)
Total	**89 (100%)**	**89 (100%)**

Source: SPSS 20 data processing results, 2026

Table 2. Hypothesis Testing Results

Parameter	Value
Regression equation	$\hat{Y} = 19.511 + 0.706X$
t-value / t-table	9.320 / 1.988
Significance (t-test)	0.000
F-value	86.872
Significance (F-test)	0.000
Coefficient of Determination (R^2)	0.500
Correlation Coefficient (R)	0.707

Source: SPSS 20 data processing results, 2026.

3.2 Discussion

The validity-test results show that every statement item on both the PoCaDi variable and the literacy variable had an r-calculated value above the r-table value (0.207 at a 5% significance level), so all items were declared valid. The reliability test produced a Cronbach's Alpha value of 0.872 for the PoCaDi variable and 0.882 for the literacy variable, meaning both instruments are reliable and fit for use.

The descriptive-analysis results show that the implementation of PoCaDi obtained a mean score of 60.34 (75.43% of the maximum score), placing it in the good category, with 73.0% of respondents rating PoCaDi implementation as good to very good. Meanwhile, students' literacy ability obtained a mean score of 62.13 (77.66%), placing it in the high category, with 79.7% of respondents in the high to very high category (Table 1).

Viewed by school, SDN Mangkujayan 2 recorded the highest mean on both the PoCaDi variable (61.83) and the literacy variable (63.78), while SDN Bulukerto recorded the lowest mean on both variables (58.22 and 60.44). This pattern is consistent with the view of Dewanti and Riady (2023) that facility quality and the intensity of mentoring are key factors in the success of a digital reading corner, and supports Nurhadi's (2017) argument that the availability and quality of reading facilities are directly proportional to students' literacy achievement.

Prior to hypothesis testing, the data were confirmed to meet the assumptions of normality (Kolmogorov-Smirnov = 0.200; Shapiro-Wilk = 0.622; both above 0.05), linearity (deviation from linearity above 0.05), and freedom from heteroscedasticity (Glejser test, Sig. = 0.486, above 0.05). The simple linear regression analysis produced the equation $\hat{Y} = 19.511 + 0.706X$ (Table 2).

The t-calculated value (9.320) exceeds the t-table value (1.988) with a significance of 0.000 (less than 0.05), so H0 is rejected and H1 is accepted: PoCaDi implementation has a significant effect on students' literacy ability in public elementary schools in Magetan. The F-test produced a value of 86.872 (Sig. 0.000), indicating that the regression model is fit for use. The coefficient of determination (R^2) of 0.500 shows that 50.0% of the variance in students' literacy ability is explained by PoCaDi implementation, while the remaining 50.0% is influenced by other factors outside this study, such as intrinsic motivation, family support, and the quality of teachers' instruction.

These findings reinforce the Zone of Proximal Development Theory (Vygotsky, 1978), which positions the digital technology within PoCaDi as scaffolding that helps students achieve a level of literacy ability beyond what they could achieve independently, through an enriched learning environment. The Digital Natives Theory (Prensky, 2001) further explains why the integration of technology in PoCaDi effectively leverages the learning preferences of the digital-native generation, while Engagement Theory (Fredricks et al., 2004) confirms that PoCaDi simultaneously promotes behavioral, emotional, and cognitive engagement among students.

Compared with prior research on conventional reading corners (Juliansyah & Rukmana, 2022; Nurazizah & Wahyuningsih, 2023), the R^2 value of 0.500 obtained in this study is relatively higher, indicating that the integration of digital technology in PoCaDi provides meaningful added value compared with conventional reading corners. This supports Hartono's (2016) view that the modernization of library services through digital platforms can substantially improve the effectiveness of literacy programs. From an educational-management perspective, these findings underscore the importance of School-Based Management (Bush, 2011) in managing innovative programs such as PoCaDi, with supportive principal leadership and active teacher–librarian collaboration as decisive managerial factors for success (Bafadal, 2014).

This study demonstrates that the implementation of the Digital Reading Corner (PoCaDi) at six public elementary schools in Magetan Regency is in the good category (mean 60.34; 75.43%), and the literacy ability of participating students is in the high category (mean 62.13; 77.66%). The simple linear regression analysis shows a positive and significant effect of PoCaDi implementation on students' literacy ability ($\hat{Y} = 19.511 + 0.706X$; $t = 9.320$; Sig. = 0.000, less than 0.05; $R^2 = 0.500$), so H0 is rejected, and H1 is accepted. These findings confirm that PoCaDi is not merely a supplementary library facility, but an effective special-service strategy for supporting the strengthening of student literacy at the elementary-school level.

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