



OPTIMIZING GOOGLE DOCUMENTS AS AN INNOVATION MEDIA FOR EFFECTIVE AND SUSTAINABLE SCHOOL LITERACY HABITS

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Abstract

The low reading literacy achievement of Indonesian students, as reflected in the 2022 Programme for International Student Assessment (PISA) scores and the Education Report of SMAN 1 Ngoro Mojokerto, demonstrates the need for strategic innovation in strengthening school literacy culture. Reading and writing literacy are the main foundations for developing critical, reflective, and communicative thinking skills needed to realize the vision of Golden Indonesia 2045. This innovation project aims to (1) describe the understanding of SMAN 1 Ngoro Mojokerto residents regarding the importance of literacy, (2) analyze the implementation of the ongoing literacy culture, and (3) formulate strategies for improving literacy culture through the use of digital technology. The method used is a descriptive-qualitative approach based on best practices with document analysis, Education Report data, and evaluation of innovation programs. The innovation developed is the "Waca Beli Onday OgeDoc" program (School Residents Literacy Reading and Writing One Day on Google Docs), which integrates daily reading and writing activities for 20 minutes using the Google Docs platform. An analysis of innovation diffusion using Rogers' theory shows that this program meets five innovation attributes: relative advantage, appropriateness, manageable complexity, testability, and observability. Implementation results showed an increase in school literacy scores to 88.9% (good category) and the birth of a tangible product in the form of a student short story anthology book with QR CBN. These findings confirm that the integration of digital technology-based reading and writing literacy is effective in building a productive and sustainable literacy culture in secondary schools.

Keywords: reading and writing literacy; digital literacy; diffusion of innovation; School Literacy

Abstrak

Rendahnya pencapaian literasi membaca siswa Indonesia, sebagaimana tercermin dalam skor Program Penilaian Siswa Internasional (PISA) 2022 dan Laporan Pendidikan SMAN 1 Ngoro Mojokerto, menunjukkan perlunya inovasi strategis dalam memperkuat budaya literasi sekolah. Literasi membaca dan menulis merupakan landasan utama untuk mengembangkan keterampilan berpikir kritis, reflektif, dan komunikatif yang dibutuhkan untuk mewujudkan visi Indonesia Emas 2045. Proyek inovasi ini bertujuan untuk (1) mendeskripsikan pemahaman warga SMAN 1 Ngoro Mojokerto mengenai pentingnya literasi, (2) menganalisis implementasi budaya literasi yang sedang berlangsung, dan (3) merumuskan strategi untuk meningkatkan budaya literasi melalui penggunaan teknologi digital. Metode yang digunakan adalah pendekatan deskriptif-kualitatif berdasarkan praktik terbaik dengan analisis dokumen, data Laporan Pendidikan, dan evaluasi program inovasi. Inovasi yang dikembangkan adalah program "Waca Beli Onday OgeDoc" (Literasi Membaca dan Menulis Warga SMAN 1 Satu Hari di Google Docs), yang mengintegrasikan kegiatan membaca dan menulis harian selama 20 menit menggunakan platform Google Docs. Analisis difusi inovasi menggunakan teori Rogers menunjukkan bahwa program ini memenuhi lima atribut inovasi: keunggulan relatif, kesesuaian, kompleksitas yang dapat dikelola, kemampuan uji, dan kemampuan observasi. Hasil implementasi menunjukkan peningkatan skor literasi sekolah menjadi 88,9% (kategori baik) dan lahirnya produk nyata berupa buku antologi cerita pendek siswa dengan QR CBN. Temuan ini menegaskan bahwa integrasi literasi membaca dan menulis berbasis teknologi digital efektif dalam membangun budaya literasi yang produktif dan berkelanjutan di sekolah menengah.

Kata kunci: literasi membaca dan menulis; literasi digital; difusi inovasi; Literasi Sekolah



INTRODUCTION

To realize the Golden Indonesia 2045, high-skilled support from the younger generation is needed as the main capital for developing superior and globally competitive human resources.¹ However, the global skills achievements of Indonesian students as measured by the Programme for International Student Assessment (PISA) have not shown the expected quality. PISA assesses three main components: reading, mathematics, and science skills, as indicators of the readiness of the younger generation to face the challenges of the 21st century.² In 2022, Indonesia obtained a PISA score of 369 points, which is one of the lowest achievements throughout Indonesia's participation in the study, with a score of 366 points in mathematics, 359 points in reading literacy, and 383 points in science.³ This data shows that the reading domain is the aspect with the lowest achievement, and also reflects the weak literacy foundation of students in Indonesia.

The decline in reading literacy achievement in Indonesia's 2022 PISA scores, which is also reflected in the decline in literacy achievement in the SMAN 1 Ngoro Mojokerto Education Report, needs to be a serious evaluation material for the world of education. This is because achieving Indonesia Emas 2045 requires a young generation who has critical, reflective, and communicative thinking skills, one of which is developed through a habit of continuous reading and writing.⁴ Reading and writing serve not only as basic academic skills, but also as a means of developing cognitive abilities, character formation, and readiness to participate in modern society.⁵ Efforts to strengthen literacy are in line with government policy through Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the

¹ Badan Perencanaan Pembangunan Nasional, *Visi Indonesia 2045: Indonesia Berdaulat, Maju, Adil, Dan Makmur* (Kementerian PPN/Bappenas, 2019).

² Organisation for Economic Co-operation and Development, *PISA 2022 Results (Volume I): The State of Learning and Equity in Education* (OECD Publishing, 2023), <https://doi.org/10.1787/53f23881-en>.

³ Organisation for Economic Co-operation and Development, *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*.

⁴ Organisation for Economic Co-operation and Development, *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*; Scientific and Cultural Organization United Nations Educational, *Education for All: Literacy for Life—EFA Global Monitoring Report 2006* (UNESCO Publishing, 2005).

⁵ H. J. Graff, *The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society* (Indiana University Press, 1987); L. Verhoeven, *Functional Literacy: Theoretical Issues and Educational Implications* (John Benjamins Publishing Company, 1994), <https://doi.org/10.1075/swll.3>.

Development of Character through the School Literacy Movement, which emphasizes the importance of reading habits and providing space for students to express ideas through writing.⁶

The ideals of Golden Indonesia 2045, with the vision of "A Sovereign, Advanced, and Sustainable Archipelago Nation," demand the readiness of superior, adaptive, and globally competitive human resources. Achieving this vision cannot rely solely on natural resource wealth, but must be supported by the quality of human resources who possess the ability to think critically, creatively, and reflectively. In this context, literacy plays a strategic role as the main foundation of national development because it functions to equip the younger generation with the capacity to understand information, process knowledge, and actively participate in social, economic, and cultural life. UNESCO defines literacy as the competence of reading and writing that is not only technical, but also essential for survival and development in modern society and empowers the nation to be able to compete at the global level.

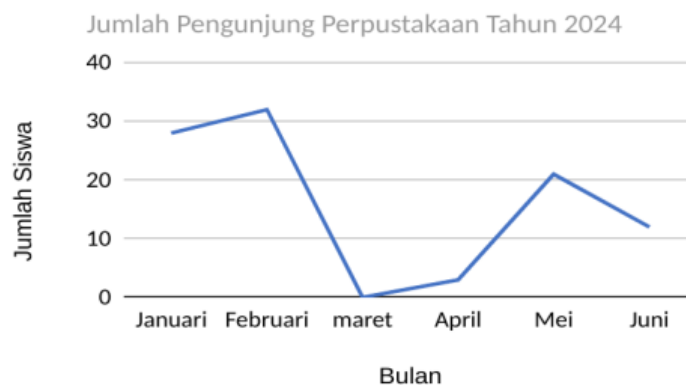


Figure 1. Visitor Data Graph of SMA Negeri 1 Ngoro Library 2024

The reality at the school level demonstrates a gap between these ideals and actual practice. Data on visitors to the SMA Negeri 1 Ngoro Library in 2024 (Figure 1) indicates low library utilization as a learning resource. Students tend to rely on gadgets and the internet as their sole sources of information, resulting in a decline in social interaction and literacy activities based on physical learning spaces. This situation impacts students' low self-confidence when participating in academic and non-academic competitions, such as FLS2N and O2SN. Lack of experience reading diverse sources and discussing with peers hinders the development of courage to express opinions, argumentative skills, and competitive readiness.

Previous research on technology integration in the School Literacy Movement shows that literacy serves not only as a basic skill but also as a foundation for developing students' critical,

⁶ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti* (Kemendikbud, 2015).

reflective, and productive thinking skills. Oktariani and Ekadiansyah⁷ emphasized that literacy plays a strategic role in shaping individuals' critical thinking skills, making reading and writing habits an important tool in decision-making and problem-solving. Regarding technology utilization, research by Latifah and Ulfa⁸ demonstrated that the use of Google Docs as a collaborative writing medium was significantly more effective than conventional methods in improving high school students' writing skills. This finding is supported by Suryani⁹, who concluded that cloud-based digital platforms can create more democratic and inclusive learning by opening up equal participation for all students. Meanwhile, Elita and Supriyanto¹⁰ found that the structured and institutionalized implementation of the School Literacy Movement through school management had a positive impact on increasing students' interest in reading. From a language literacy perspective, Ati and Widiyanto¹¹ demonstrated that strengthening literacy not only increases reading interest but also directly encourages students' interest and writing skills. This finding aligns with the research of Jamal and Fajar¹², which found a significant influence between students' literacy levels and short story writing skills. Overall, these studies confirm that integrating reading and writing literacy based on digital technology is an effective approach to building a culture of productive literacy in secondary schools.

Theoretically, literacy is considered essential because it directly contributes to the formation of an individual's character and capacity. Graff¹³ and Verhoeven¹⁴ emphasized that literacy encourages individuals to be more empathetic, innovative, achievement-oriented, cosmopolitan, media and politically aware, and more adaptable to technology. However, the importance of literacy as a prerequisite for achieving Indonesia Emas 2045 has not been fully internalized by students. This is reflected in Indonesia's 2022 Programme for International Student Assessment (PISA) score of only 369 points, as well as the decline in literacy achievement in the Education Report Card of SMA Negeri 1 Ngoro. These findings confirm that awareness and a culture of reading and writing literacy among students are still relatively low, necessitating strategic

⁷ O. Oktariani and E. Ekadiansyah, "Peran Literasi Dalam Pengembangan Kemampuan Berpikir Kritis," *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)* 1, no. 2 (2020): 98–105.

⁸ N. Latifah and M. Ulfa, "The Use of Google Docs in Collaborative Writing at Senior High School," *EDUCAFL: Journal of Education and Applied Linguistics* 3, no. 2 (2020): 89–97.

⁹ E. Suryani, "Demokratisasi Pembelajaran Melalui Platform Digital Interaktif," *Jurnal Pendidikan Humaniora* 8, no. 3 (2020): 201–10.

¹⁰ N. Elita and A. Supriyanto, "Peningkatan Minat Baca Peserta Didik Melalui Gerakan Literasi Sekolah," 2020, 45–52.

¹¹ A. Ati and S. Widiyanto, "Literasi Bahasa Dalam Meningkatkan Minat Baca Dan Menulis Pada Siswa," *Basastra* 9, no. 2 (2020): 123–32.

¹² M. Jamal and A. Fajar, "Pengaruh Literasi Terhadap Keterampilan Menulis Cerpen Siswa SMA," *Jurnal Pendidikan Bahasa Dan Sastra* 20, no. 1 (2020): 67–76.

¹³ Graff, *The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society*; H. J. Graff, *Literacy Myths, Legacies, and Lessons: New Studies on Literacy* (Routledge, 2017), <https://doi.org/10.4324/9781315089862>.

¹⁴ Verhoeven, *Functional Literacy: Theoretical Issues and Educational Implications*.

interventions at the school level to foster a sustainable and contextual literacy culture as part of a tangible contribution towards Indonesia Emas 2045.

From the explanation above, the main objective of this innovation project is to analyze and describe the literacy profile at SMAN 1 Ngoro Mojokerto, which includes the level of understanding of the school community regarding the urgency of literacy and the reality of its current implementation. Furthermore, this project is designed to formulate a description of the strategies and effective steps needed to improve the quality of literacy culture for all residents of SMAN 1 Ngoro Mojokerto.

RESEARCH METHODS

This study uses a qualitative approach with descriptive methods to analyze the process and impact of the WACA BELI ONDAY OGEDOC literacy innovation at SMAN 1 Ngoro. Data collection techniques were carried out through participatory observation of the 20-minute daily literacy routine and monitoring of digital activities on the Google Docs platform as well as the implementation of Focus Group Discussions for needs mapping. Data collection was also supported by a documentation study that included an analysis of the 2024 Education Report Card along with documents of collaboration with external partners and standard operating procedures as well as physical artifacts in the form of anthology books licensed by QRCBN. Data analysis was carried out systematically using the theoretical framework of Diffusion of Innovations by Everett M Rogers¹⁵, which dissects five main attributes of innovation including relative advantage, suitability, complexity, testability, and observability to evaluate the level of adoption and success of the program in the school social system. In addition, the SWOT analysis technique was applied to identify internal and external factors to formulate a sustainable program development strategy with data validation through triangulation of sources and methods to ensure the accuracy of the findings regarding the transformation of literacy culture from receptive to productive in the school environment.

RESULTS AND DISCUSSION

The innovation program developed at SMAN 1 Ngoro is called "WACA BELI ONDAY OGEDOC" (Literacy-Capable School Residents Read and Write One Day on Google Docs), which is designed through a series of systematic stages from planning to publication. This process begins with the implementation of a Forum Group Discussion (FGD) to map needs and potential, which is then followed up with the formation of a School Literacy Team and the preparation of a program and SOP as clear technical guidelines. To strengthen the literacy ecosystem, the school established

¹⁵ E. M. Rogers, *Diffusion of Innovations*, 5th ed. (Free Press, 2003).

a strategic partnership through an MoU with Mengetuk Pintumu Publisher and the Mojokerto Regency Library and Archives Service, before finally socializing the program along with technical training on the use of Google Docs. The core implementation is carried out through reading and writing activities for 20 minutes every morning on the digital media, which is regularly monitored and evaluated by the team. The collected student work then goes through an editing process, printed into an anthology book with QRQRBN, and disseminated widely both within the school environment and the Regional Library as a form of appreciation and strengthening of literacy culture.

The implementation of the "Waca Beli Onday OgeDoc" (Literacy-Reading and Writing Skilled School Residents One Day on Google Docs) innovation at SMAN 1 Ngoro was analyzed using Everett M. Rogers'¹⁶ Diffusion of Innovation theoretical framework, where the success of its adoption is highly dependent on the fulfillment of five main attributes of innovation. First, from the aspect of Relative Advantage, this innovation transforms literacy activities from merely receptive to productive, as evidenced by the birth of the short story anthology "Pulpen Inspiratif". This advantage provides intellectual value for students and administrative efficiency for educational staff. Second, this innovation has high Compatibility, both regulatory (Permendikbud No. 23 of 2015), culturally by accommodating students' digital native habits through Google Docs, and alignment with the school's digital transformation vision.

To ensure the program's sustainability, Complexity and Trialability were strategically managed. The perception that writing is a complex activity was mitigated through scaffolding, clear SOPs, and light-themed training, thus reducing barriers for beginners. Furthermore, the program did not demand instant adoption, but rather a gradual process, starting from socialization, initial writing, and peer editing, allowing the school community to adapt without pressure. The success of this process was reinforced by the Observability aspect, where the impact was clearly visible through the increase in the 2024 Education Report Card Literacy Score, which reached the "Good" category (88.9%) and the publication of CBN QR books as physical literacy artifacts. Overall, in a social system review, the literacy culture innovation at SMAN 1 Ngoro has met the validity of Rogers' theory as a whole. The integration of these five attributes—from relative excellence that improves achievement, alignment with the Merdeka Belajar policy, managing complexity, and measurable outcomes—makes this program effective in building a strong literacy ecosystem. This confirms that "Waca Beli Onday OgeDoc" is not just a routine activity, but a strategic initiative capable of sustainably improving students' critical thinking skills and competitiveness.

In the context of SMAN 1 Ngoro, the innovation introduced was a culture of literacy that included (1) daily reading activities, (2) creative writing, (3) publication of works, and (4) integration of literacy in learning. The process of diffusion of this innovation can be explained

¹⁶ Rogers, *Diffusion of Innovations*.

through the characteristics of innovation as stated in Rogers' Diffusion of Innovation theory. First, this innovation has relative advantages because (1) it is able to improve student learning achievement, (2) develop critical thinking skills, and (3) open opportunities for publication of student writing. Second, this innovation shows a high level of suitability because it is aligned with (1) the national curriculum, (2) the National Literacy Movement, and (3) the Independent Learning policy. Third, in terms of complexity, the main challenge arises because writing activities are often considered difficult by students, but this level of complexity can be overcome through (1) intensive mentoring by teachers and (2) literacy learning carried out in stages. Fourth, this innovation is easy to test because it is implemented through clear stages of activities, starting from (1) writing a simple review, (2) the editing process, to (3) printing an anthology of school community work. Fifth, this innovation is easy to observe because the results can be seen in real terms through (1) publication of work on the school blog, (2) use of the school bulletin board, and (3) student participation in literacy competitions, which indirectly encourages wider adoption of the innovation.

The process of diffusion of literacy innovation at SMAN 1 Ngoro takes place through various communication channels, both formal and informal. Formal channels include (1) teacher meetings, (2) school policies and circulars, and (3) official school media, while informal channels take place through (1) literacy clubs, (2) discussions between students, and (3) interactions on social media.

The use of digital platforms such as (1) e-books and (2) school blogs also accelerates the dissemination of information and increases the involvement of school residents in literacy programs. In terms of time and adoption process, the implementation of innovation follows Rogers' stages, namely (1) knowledge, (2) persuasion, (3) decision, (4) implementation, and (5) confirmation, with variations in the speed of adoption between groups (1) early adopters who show high enthusiasm and (2) laggards who still require further motivation and guidance.

The social system that supports the diffusion of literacy innovation involves various stakeholders, namely (1) school principals, (2) teachers, (3) students, (4) parents, (5) school libraries, (6) publishers, and (7) Regional Library Services. In this system, teachers act as facilitators, while students are the main implementers of literacy activities.

In addition, change agents who play an active role include (1) school principals, (2) Indonesian language teachers, (3) school literacy teams, (4) alumni, and (5) guest writers whose function is to facilitate, guide, and monitor program implementation so that innovations are applied consistently.

The main obstacles in the diffusion process include (1) a low reading culture in the family environment, (2) digital distractions, and (3) limited student vocabulary. These obstacles are

overcome through (1) integrating literacy into cross-subject learning, (2) clear and structured literacy time management, and (3) tiered mentoring according to student abilities.

The next literacy innovation diffusion strategy is realized through (1) making reading a habit for 30 minutes every day, (2) achievement-based reinforcement through writing competitions, publication of works, and the “Young Ngoro Writer” award, (3) digitalization of literacy through e-books, blogs, and online writing platforms, (4) curriculum integration through reflective writing assignments and reading scientific sources, and (5) managerial support in the form of supervision, regular monitoring, and appreciation of students’ literacy work.

Based on a comprehensive evaluation, this innovation program has solid internal strength, marked by the full support of school leaders, the availability of competent Lead Teachers, and adequate digital facilities. This is evident in the achievement of a literacy score in the 2024 Education Report Card, which reached the "Good" category (88.9%). However, internal challenges remain, including a limited reading culture in the home environment, which limits students' vocabulary, and suboptimal student time management. Externally, there are ample opportunities for development through the potential economic value of anthology book sales, participation in national-level competitions, and a strong network of collaborations with publishers and relevant agencies. Nevertheless, this program must remain vigilant against threats such as digital distractions that can hinder deep reading skills, as well as the potential disruption of focus on primary academic tasks if time balance is not maintained.

To optimize the implementation of innovations and mitigate identified risks, a comprehensive strategy was formulated, beginning with curriculum integration. This step positioned student writing as part of the subject assessment, ensuring that literacy was contextualized and not perceived as an additional burden. This strategy was reinforced by structured scheduling, including a 20-minute pre-classroom routine to maintain discipline. For psychological and technical aspects, a gradual mentoring system and peer editing were implemented to make writing more enjoyable and easier. Finally, the school conducted time management training for the entire school community to ensure a balance between academic achievement and the development of productive literacy.

The concrete implementation of the "Waca Beli Onday OgeDoc" innovation has demonstrated significant and sustainable results in strengthening literacy culture within the school environment. This innovation was designed in response to the challenges of low reading interest and writing skills among students, as well as an adaptive strategy to address the increasingly complex demands of 21st-century literacy. This program is not only oriented towards improving individual student literacy skills but also aims to build a literacy ecosystem that involves the entire school community in a collaborative and sustainable manner:

Daily Implementation: Reading and writing activities are carried out every day for 20 minutes before learning begins, involving students, teachers and education staff.



Figure 2.Daily literacy for 20 minutes

In terms of daily implementation, reading and writing activities are carried out consistently every day for 20 minutes before the start of lessons. This activity has become a structured routine and is internalized in the school culture. The entire school community, from students and teachers to administrative staff, is directly involved in these literacy activities. This cross-role involvement provides a clear example that literacy is a shared responsibility, not solely an academic task for students. Through this habit, students are trained to express ideas, reflect on reading, and develop writing skills gradually and sustainably.

Utilization of Technology: All work is documented in real-time via Google Docs, allowing the literacy team to monitor progress and provide immediate feedback.



Figure 3.Utilization of Smartphones in Digital Literacy

This innovation is strengthened through the use of digital technology as a literacy support tool. All student literacy work is documented in real time through the Google Docs platform. Utilizing this digital platform enables the process of monitoring literacy development to be carried out systematically and transparently. Teachers and the school literacy team can provide direct feedback, both regarding writing structure, language accuracy, and the depth of ideas expressed by students. Furthermore, smartphone use in digital literacy activities is directed positively and controlled, so that students act not only as consumers of information, but also as producers of

meaningful and responsible literacy content. Thus, technology is positioned not as a distraction, but rather as a strategic instrument in improving the quality of school literacy.

Strategic Partnership:A Memorandum of Understanding (MOU) was signed with the Mojokerto Regency Library and Archives Service on March 12, 2025 (Number: 041/305/416-117/2025) for synergy in the reading culture program.



Figure 4.MOU at Mojokerto Regency Library to publish books by students of SMAN 1 NGORO

In terms of strategic partnerships, the school has successfully established formal collaborations with various external parties to strengthen the sustainability of the literacy program. One concrete form is the signing of a Memorandum of Understanding (MoU) with the Mojokerto Regency Library and Archives Service on March 12, 2025. This collaboration aims to create synergy in the reading culture program, expand literacy access, and open opportunities for publication of student work at a wider level. In addition, the school also collaborated with the publisher "Mengetuk Pintumu" Surabaya for the publication of student writing. This collaboration provides authentic experience to students regarding the professional writing process, from the manuscript editing stage, layout, to book distribution. This experience serves as an intrinsic motivation for students to continue working and improve the quality of their literacy. Collaboration with the publisher "Mengetuk Pintumu" for the publication of works.



Figure 5. Establishing cooperation with the publisher Mengetuk Pintumu Surabaya

Innovation Products:The birth of a short story anthology book by students entitled "Pulpen Inspiratif" which has a QR CBN and was launched in Language Month (October 2024). The tangible product of the "Waca Beli Onday OgeDoc" innovation is the publication of a short story anthology book by students entitled "Pulpen Inspiratif" which was launched in Language Month October 2024. This book has been equipped with a QR Code CBN that allows digital access to book information and student work. The presence of this innovative product is not only a symbol of the success of the school literacy program, but also concrete evidence that students are able to produce creative works that have educational, aesthetic, and publicity value. The publication of student work significantly helps increase their self-confidence, pride, and motivation to learn.



Figure 6.Short Story Ontology Book, Work of Students of SMA Negeri 1 Ngoro with QR CBN

From an institutional impact perspective, this innovation significantly contributed to increasing students' reading interest and writing skills. Furthermore, there was increased student confidence in expressing ideas and thoughts in writing, as well as an increase in the school's literacy score, as reflected in the Education Report Card. Furthermore, the school community's understanding of the concept of literacy experienced a positive paradigm shift. Literacy is no longer understood narrowly as the ability to read and write technically, but rather as a comprehensive critical thinking competency.

Institutional Impact:This innovation contributes to increased reading interest, student self-confidence, and school literacy scores in the Education Report Card. According to the innovation document, literacy is defined as the ability to identify, understand, interpret, create, and communicate information in various contexts. School members, especially educators, are increasingly recognizing that literacy is closely linked to students' critical thinking skills, which are essential for solving problems and adapting to the rapid development of science and technology. Therefore, the "Waca Beli Onday OgeDoc" innovation serves not only as a school literacy program but also as a strategic foundation in shaping the profile of critical, creative students who are ready to face future challenges.



Figure 7.Institutional Impact on Students

The school community's understanding of literacy is no longer limited to technical reading and writing skills, but rather extends to critical thinking competencies. According to the innovation document, literacy is understood as the ability to identify, understand, interpret, create, and communicate information in various contexts. The school community, particularly educators, recognizes that literacy is closely linked to students' critical thinking skills, which are essential for solving problems in an era of rapid scientific and technological development.

This awareness is manifested in the understanding that high literacy skills significantly influence the acquisition of information for success in life and competition. Therefore, the principal and teachers see the need for a transformation from simply understanding information to the ability to express ideas or concepts in a work. This understanding is supported by the school's vision to provide the best service through competency development, where literacy is seen as a means to accommodate students' potential in analyzing their surroundings.

The implementation of a literacy culture at SMAN 1 Ngoro demonstrates a dynamic relationship between academic achievement and daily literacy behavior. Based on the 2024 Education Report, literacy implementation is generally considered good, with literacy scores reaching 88.9% and numeracy scores reaching 80%. However, there is a gap in conventional reading interest, as evidenced by low visits to the school library, with zero visitors in March 2024. This indicates that student preference has shifted to digital reference sources via devices (Android) rather than physical books.

In response to these conditions, the current implementation of literacy is realized through the innovation "Waca Beli Onday OgeDoc", a program that requires all school residents to read and write for 20 minutes every morning before classes begin. This mechanism is implemented collaboratively through the Google Docs platform, where students submit fiction and non-fiction works, while teachers and education staff participate in writing reflections as a form of exemplary behavior, with progress monitored in real time by the coordinating team and evaluated monthly. Furthermore, efforts to improve literacy culture are carried out through a systemic approach that transforms devices into productivity tools through measurable strategic steps. These steps include

habituating and training in enjoyable writing, as well as utilizing the surrounding environment—such as Mount Penanggungan and industrial areas—as a source of contextual inspiration. This strategy is strengthened by a strategic partnership with the Regional Library Service and publishers through an MoU, which culminates in the publication of student work in the form of QRCBN anthologies such as "Pulpen Inspiratif", as tangible evidence (observability) of the school's literacy success.

CONCLUSION

The "Waca Beli Onday OgeDoc" (Literacy-Capacious School Residents Read and Write One Day on Google Docs) innovation at SMAN 1 Ngoro is a digital literacy transformation strategy designed to improve students' critical thinking competencies and reading interest through the habit of daily writing on the Google Docs platform. The program, analyzed using Rogers' Diffusion of Innovation theory approach, has proven effective, marked by the achievement of an Education Report literacy score of 88.9% and the success of publishing student work in the form of a QR CBN anthology book entitled "Inspirative Pen". The sustainability of this innovation is supported by a systemic ecosystem involving formal collaboration (MOU) with the Mojokerto Regency Library and Archives Service and publishers, making literacy not just a receptive activity, but a productive culture integrated into the school's academic routine.

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