

## Population Corner: Advancing Digital-Based Literacy Through the School Literacy Movement at SMA Negeri 1 Stabat

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### Abstract

This study examines the Population Corner initiative at SMA Negeri 1 Stabat, intending to improve digital literacy through the School Literacy Movement (SLM). The main objectives are to provide an overview of the Population Corner program at SMA Negeri 1 Stabat as a form of digital-based SLM implementation and to assess students' literacy levels in population content using a qualitative approach to guide the development of a more effective Population Corner. The results showed that although the initiative has successfully integrated digital tools such as QR codes and cloud-based platforms to improve access to information, many students are not actively using these resources. Limitations of this study include the absence of structured management and a dedicated space for the Population Corner, which may affect its effectiveness. In addition, the study highlighted that many students were not fully engaged with the program, indicating the need for better strategies to encourage interest in population literacy activities. Recommendations for future improvements include increasing student engagement through dynamic activities, integrating interdisciplinary connections, providing geospatial resources, and improving the school's digital infrastructure to improve access to resources. Addressing these limitations and implementing the recommended strategies, the Population Corner initiative can increase literacy and awareness of critical population issues at the local and national levels.



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## INTRODUCTION

Literacy is essential for high school students to master competencies in both academic and everyday contexts. It plays a key role in developing critical and creative thinking skills, enhancing knowledge and insight, improving communication skills, and fostering a sustained interest in reading (Din, 2020; Sulistiyarini, 2020). In its broader sense, literacy is fundamental for societal progress, empowering students to explore new ideas and express themselves through reading and writing (Khan et al., 2022; Saravanakumar, 2020). A solid

foundation in literacy is crucial for students to understand and develop the skills needed for lifelong learning.

However, the literacy levels of Indonesian students remain concerningly low. According to the 2018 PISA (Program for International Student Assessment) results, which were published in 2019, the literacy scores of Indonesian students have declined compared to the 2015 results (Kemdikbud, 2019). In 2015, the average literacy score for Indonesian students was 397, but by 2018, it had dropped to 371. This trend indicates that government efforts to

improve student literacy have been ineffective. To address this issue, the active involvement of teachers as mentors is critical, particularly in fostering a comprehensive solution beginning within the school environment. One initiative to address this is the School Literacy Movement (SLM).

SLM represents the government's effort to improve student literacy through various school-based programs. Aligned with the 21st-century learning framework and the Pancasila Student Profile, SLM seeks to equip students with literacy skills and the competencies required to become reflective and responsible citizens (Hartati et al., 2020). According to the Pancasila Student Profile, students are expected to embody critical thinking, creativity, collaborative abilities, and social empathy, all cultivated through literacy (Ndari et al., 2024; Yusdiva & Alam, 2024). This goes beyond reading and writing to include multiliteracy, encompassing technological and multimedia skills crucial for expressing ideas in the digital age (Abidin et al., 2018; Dahlström, 2019; Ugur, 2020). Thus, digital literacy has become indispensable in developing these skills, preparing students to thrive in a complex and interconnected world.

Furthermore, mastering population literacy is urgent in the context of population dynamics. Understanding population phenomena is not only a matter of acquiring factual knowledge; it is integral to students' ability to engage with and address real-world problems (Alkaher & Carmi, 2019; Csachová, 2020). For instance, Langkat Regency, where SMAN 1 Stabat is located, faces significant challenges, including high poverty rates, low education levels, underdeveloped infrastructure, and social issues like early marriage and drug-related crimes (Kasih & Rujiman, 2023; Siregar, 2019; Wisely, 2023). These population-related challenges

demand informed decision-making and active participation in the search for solutions, skills directly related to the Pancasila principles of social justice, democratic engagement, and communal responsibility (Abdullah & Wijaya, 2020; Dharma et al., 2021).

The Population Corner initiative at SMAN 1 Stabat aims to integrate population literacy with the goals of SLM while leveraging digital resources to foster a deeper understanding of population issues. The Population Corner is a digital-based literacy space that focuses on population-related topics. It provides students with the tools to develop traditional and digital literacy skills—navigating and critically assessing information in a complex, digitally mediated world (Anurogo et al., 2023). By merging population education with digital literacy, the Population Corner promotes the Pancasila values of critical thinking, creativity, and social empathy (Andita & Tirtoni, 2024). Through this program, students are empowered to become more aware of the population issues affecting their communities and are encouraged to apply their knowledge to improve society.

In previous studies, literacy corners have been established to support various types of literacy, such as general reading and religious literacy (Khozin et al., 2021; Susanti, 2019). However, these initiatives often lacked specificity and did not fully leverage digital resources. The Population Corner at SMAN 1 Stabat is an innovative response to this gap, focusing on niche topics related to population dynamics while embracing digital learning tools. This dual focus on population literacy and digital fluency aligns with the Pancasila Student Profile, preparing students to face 21st-century challenges with confidence and compassion (Dennis & Harrison, 2021; Fitriyani et al., 2023). Ultimately, the Population Corner contributes to creating a

metacognitive learning environment where students can engage with and solve pressing social issues, thereby embodying the principles of Pancasila in both their academic and personal lives. Therefore, this study aims to describe the Population Corner program at SMA Negeri 1 Stabat as implementing digital-based SLM and identify student literacy in population content through a qualitative approach to develop a better population corner.

## RESEARCH METHODS

This research was conducted in 2024 at SMA Negeri 1 Stabat, Langkat Regency, North Sumatra Province. This school has had a Population Literacy Corner functioning since 2017. The stages in this research are divided into three: preliminary, implementation, and evaluation. The preliminary stage began in February 2024 through a literature review of SLM and literacy corners, along with initial observations of school conditions and student activities to gather data as a reference for the research design. The implementation stage occurred in March 2024, during which data collection methods included observations, interviews, and documentation. The final stage involved evaluation, where findings were summarized to offer suggestions and recommendations for the further development of the Population Corner program.

The data collection technique used was observation of the implementation of the School Literacy Movement (SLM) in general, specifically through the Population Corner. The data used in this research comprised both primary and secondary data. Primary data were gathered through in-depth interviews with teachers and school principals to assess the development and ongoing implementation of the SLM program. Classroom observations during

SLM activities were also conducted and supported by photo and video documentation. Secondary data were obtained from relevant literature, including scientific articles and books on population literacy, digital literacy, and the Pancasila Student Profile. This combination of primary and secondary data allowed a comprehensive view of how the Population Corner has been integrated into the SLM framework at SMA Negeri 1 Stabat.

Purposive sampling was employed to select participants based on their direct involvement in implementing SLM at the school. The sampling was focused on schools within Langkat Regency that had consistently implemented SLM, including those with established literacy programs like the Population Corner. Teachers and school principals were selected as key informants due to their crucial roles in managing and overseeing the SLM program. Additionally, specific student classes that regularly participate in Population Corner activities were included in the study to explore how this initiative has shaped their literacy development.

Students were also included as respondents to obtain a broader perspective on how the Population Corner functions as part of the SLM. This allowed the research to capture their perceptions of the program, how they engage with it, and how it contributes to their literacy, critical thinking, and problem-solving abilities.

This study used a qualitative descriptive approach, which involved collecting and analyzing data in words, phrases, and sentences. Data triangulation was applied to ensure the validity and reliability of the findings by combining three primary methods: (1) Observation, where the implementation of the School Literacy Movement (SLM) and the Population Corner Monitoring activities were closely conducted to capture real-time

behavior and interactions; (2) In-depth Interviews, conducted with teachers, principals, and students to gain insight into their perspectives, experiences, and roles in the SLM and Population Corner initiatives; and (3) Documentation, including photo and video recordings of SLM activities, as well as secondary sources such as relevant literature and official school reports.

Overall, validation activities aim to collect cross-data across multiple sources, reduce bias, and increase the credibility of the research findings. For example, the results of the observations in this study provide a first-hand picture of how students and teachers engage with the Population Corner. Furthermore, the results of the interviews allow for the exploration of subjective experiences and motivations between teachers and students. Finally, the documentation serves as a reference to validate the activities observed and reported. The collected data was then analyzed thematically to uncover recurring patterns and insights regarding the role of Population Corner in improving population literacy. This rigorous triangulation process not only strengthened the visibility of the results but also ensured a comprehensive understanding of how Population Corner supports literacy development in reading, writing, critical thinking, digital literacy, and social empathy.

The program's success was evaluated by identifying the degree to which the Population Corner contributed to developing students' multiliteracy skills and critical awareness. The digitization of content via QR codes and multimedia resources was also evaluated, with attention given to how these resources facilitated access to diverse forms of literacy, including population-related information. Additionally, the role of student-generated content, such as infographics and digital posters, was

analyzed as part of the initiative to foster student creativity and multiliteracy.

Furthermore, the research explored how the Population Corner addresses interdisciplinary issues, such as population dynamics and environmental concerns, which were integrated into the students' learning experiences. The interviews and observations examined how population issues like juvenile delinquency, reproductive health, and ecological sustainability are presented and discussed through Population Corner resources, encouraging students to connect these topics with real-world applications.

## RESULTS AND DISCUSSION

### Population Corner Profile

The Population Corner at SMA Negeri 1 Stabat was initiated in 2017 as part of a collaborative effort between the school and the Langkat Regency National Population and Family Planning Agency (BKKBN). This initiative aimed to promote student population literacy by providing access to information and resources that address key demographic issues relevant to the local and national context. Initially, Population Corner was integrated with the management structure of the Intra-School Student Organization (OSIS), meaning it did not have a designated space or formal management system. Instead, it was treated as an extension of OSIS activities.

However, in 2020, a teacher evaluation—later approved by the school principal—revealed the need for more structured management and a dedicated space to enhance the program's effectiveness. As a result, it was suggested that Population Corner be given a separate room within the school. The program was under the direct supervision of a designated teacher who would manage its resources and activities, ensuring that students could engage with population content in a more focused learning

environment.

Based on interviews with the geography teacher, it was noted that population issues in Langkat Regency remain relatively significant, with concerns such as high birth rates, early marriage, and poverty levels requiring urgent attention. The teacher emphasized the need for mitigation efforts that begin at the school level, where students are introduced to demographic issues and their implications for society. These population topics can serve as learning tools, allowing students to understand demographic data and develop critical problem-solving skills by analyzing real-world issues.

Population Corner provides a wide variety of both print and digital literacy materials. The resources available cover diverse themes related to the population, including scientific books, population statistics reports, educational series on population, and school guides on population awareness. These resources enable students to deepen their knowledge of population issues from various angles. Most of these materials are subsidized by BKKBN, while some are purchased using school funds to ensure the availability of up-to-date information.

In addition to these printed resources, students enrich Population Corner by creating learning materials. These include printed infographics, embossed posters, booklets, and other creative outputs that reflect the knowledge gained through their study of population topics. These materials are not only used for educational purposes within the school. Still, they are also part of a broader population awareness campaign led by the students, helping spread critical information about population dynamics to the broader community.

One of the most innovative aspects of Population Corner is its integration of digital literacy tools. The digitization of

content is supported by various resources that are accessible through quick-response (QR) codes. These QR codes are gateways to interactive and multimedia information, accessed through student smartphones or tablets. For instance, population content is embedded in story maps that visually represent demographic data, and video content on platforms like YouTube allows students to explore complex population issues dynamically. Scientific articles and other educational materials can also be accessed via the Internet, expanding the breadth of information available to students.

Furthermore, student learning outcomes are digitized and stored in cloud-based platforms like Google Drive. These outcomes, which include infographics, essays, and project reports, are organized and simplified into QR codes, allowing students and teachers easy access to these materials. This cloud storage system serves not only as a repository for student work but also as a valuable learning resource for future students, who can draw on the previous work of their peers to inform their studies.

The combination of print, digital, and student-generated resources has significantly enriched the learning experience at Population Corner. The program can meet the needs of students with varying literacy preferences by utilizing traditional and modern information access methods. The multimodal approach to learning—combining reading, visual content, and digital media—helps foster multiliteracy skills in students, preparing them to navigate an increasingly complex and information-rich world.



### **School Literacy Movement (SLM) Through Population Corner in SMAN 1 Stabat**

The implementation of SLM at SMAN 1 Stabat has been active and consistent since 2017. According to (Hartati et al., 2020), implementing SLM in this school is also carried out through three interconnected activities: habituation, development, and learning. Programs include reading a book 15 minutes before the first hour of learning begins. Students are directed to read the books that have been provided in the reading corner located in the corner of each classroom. These books come from school self-help and are voluntary for students. Most books that students read are fiction (novels), motivational books, and collections of questions on subjects they enjoy. Students are given freedom in what they read, which is intended to foster student enthusiasm and motivation in literacy.

The following literacy program requires all students to read books, newspapers, and magazines during routine morning assembly activities in the schoolyard. Each student records the essence of what they have read and collects it collectively for the teacher on duty. The results of the students' assignments are then summarized and used as a literacy assessment in the students' report cards.

Population Corner plays a vital role in student learning by offering students access to resources that deepen their understanding of population dynamics and the factors that influence them. Whether through independent study, collaboration with classmates, or even informal reading during breaks, Population Corner provides a flexible learning environment. Its role within the SLM is divided into formal and non-formal education, each with unique contributions to developing student literacy and critical thinking skills.

In formal education, teachers from

various disciplines use Population Corner as a student learning resource, integrating it into their lesson plans to enhance the understanding of complex population issues. Geography teachers are among the primary users of Population Corner, utilizing its resources to teach demographic topics such as population distribution, migration patterns, and urbanization. For example, in a Problem-Based Learning (PBL) activity, geography teachers might ask students to analyze population density in different regions of Indonesia, using maps and data available at Population Corner. Students could then discuss how infrastructure, employment opportunities, and natural resources influence migration trends, and propose solutions for population-related challenges like overcrowding or rural depopulation. Figure 1 shows formal education literacy activities through Population Corner.

In addition to PBL, Project-Based Learning (PjBL) is also implemented in geography lessons. Students might be tasked with creating a population growth model for a local community, predicting its future education, healthcare, and housing needs. They can formulate their models using Population Corner's demographic data, such as birth rates, death rates, and migration statistics. This sharpens their analytical skills and helps them apply theoretical knowledge to real-world problems.

Beyond geography, other subjects also integrate Population Corner into their curricula. Biology teachers, for example, use the Population Corner to teach about reproductive health and its societal implications. In these lessons, students can access materials on reproductive health issues, such as family planning and teen pregnancy, and discuss how these topics affect population growth and quality of life. As part of a project, students might be asked to propose strategies for improving

reproductive health education in their community, using Population Corner's

resources on population control and health statistics to support their arguments.



Figure 1. Overview of Literacy Corner activities. Figure (a) shows students' activities exploring digital content through QR codes. Figure (b) shows formal education literacy activities through the Population Corner.

Economics teachers also engage students with the Population Corner by focusing on the connection between population dynamics and societal well-being. For instance, students might study the economic implications of high population growth in rural areas, such as poverty and unemployment. They can use reports and data from Population Corner to analyze the relationship between economic development and population trends. A common task is creating proposals for local government policies to balance population growth with financial resources, such as job creation programs or infrastructure development projects.

In history classes, teachers utilize Population Corner to explore how population shifts have influenced the development of local cultures and civilizations. Students might research how migration patterns in Indonesia have affected the cultural landscape of different regions, examining the role of population movement in shaping ethnic diversity, language, and traditions. Population Corner provides access to historical data and case studies, allowing students to trace

how population dynamics have evolved and how these changes have impacted societal development.

In non-formal education, Population Corner plays an equally significant role. Two key programs utilize its resources: the Extra Youth Counseling Information Center (Counseling Guidance Consultation) and the reading corner available outside of regular school hours. The Youth Counseling Information Center focuses on educating teenagers about population-related issues like early marriage, juvenile delinquency, and reproductive health. Guidance counselors use Population Corner materials to support these discussions, ensuring students can access accurate and relevant information. Through this non-formal education, students become better equipped to make informed decisions about their health and well-being.

The reading corner is also valuable for students seeking to expand their knowledge of population topics beyond the classroom. During breaks or after school, students can explore a variety of books, articles, and reports that cover a range of

population issues, from global population trends to local demographic challenges. This self-guided learning environment fosters a culture of curiosity and self-motivation, encouraging students to take ownership of their education.

The interdisciplinary approach of Population Corner helps students link theoretical concepts to real-world applications, particularly regarding issues that affect their daily lives. For example, when students learn about juvenile delinquency, they are encouraged to explore its causes and effects through a population lens, examining how factors like family structure, education, and economic conditions contribute to this societal issue. Similarly, in discussions on reproductive health, students are asked to consider the broader population implications of reproductive choices, such as the impact of teenage pregnancies on local economies and healthcare systems.

Students develop a deeper metacognitive understanding of how population dynamics influence societal well-being by connecting these population issues to their everyday lives. Population Corner enables them to critically analyze these topics from multiple perspectives, integrating insights from geography, biology, economics, and history. This holistic approach broadens their academic knowledge and strengthens their problem-solving skills, preparing them to tackle complex population challenges in their communities.

Population Corner is essential in facilitating students' freedom of expression and accommodating multiliteracy interests. The resources available in Population Corner are enriched by contributions from the National Population and Family Planning Agency (BKKBN in Indonesia), alongside active participation from teachers and students, who contribute materials and curate content. This

collaborative approach aligns with the principles of fifth-generation literacy learning, which emphasizes developing students' skills in understanding and presenting complex information through various media, including traditional texts, symbols, and digital platforms (Abidin et al., 2018). By providing these resources, Population Corner supports literacy acquisition and encourages students to express their ideas using multimodal formats, thus enhancing their engagement with complex population-related issues.

However, despite the availability of these resources, teacher observations have revealed that many students initially showed a lack of awareness regarding the importance of social responsibility and community engagement. This was reflected in their low interest in traditional literacy activities, particularly those centered on reading physical books. Teachers reported that students seemed disengaged from reading materials provided in the school's literacy corner, which resulted in weaker literacy skills. Most students did not perceive reading as a meaningful or enjoyable activity, leading to limited critical thinking development and a reduced capacity to engage with broader societal issues. This lack of interest in conventional literacy methods posed a significant barrier to achieving the goals of SLM, particularly in fostering well-rounded individuals with strong social and intellectual awareness.

In response to these challenges, the integration of digital resources within Population Corner marked a turning point. The introduction of digital literacy tools, such as QR codes linking to multimedia content, online articles, and interactive platforms, began to attract students' attention. By leveraging these technologies, Population Corner provided students with more accessible and engaging ways to explore population issues. This digital integration allowed students to interact



with multimedia resources, such as videos, story maps, and data visualizations, which enhanced their understanding of complex demographic problems. Teachers observed a marked increase in student interest once digital formats were introduced. Students who had previously been indifferent to literacy activities started showing curiosity about population dynamics and related issues. They began actively asking questions during class discussions and sought further clarification on population problems, such as migration trends, urbanization, and health disparities.

Moreover, this shift towards digital literacy also resulted in increased engagement with teachers and counseling staff. Students began approaching their geography teachers and guidance counselors to discuss population-related challenges, demonstrating a growing interest in understanding these issues from academic and personal perspectives. Teachers noted that students became more willing to engage in group discussions and debates, displaying a greater capacity for critical thinking and argumentation. They could identify biases, consider multiple perspectives, and construct coherent arguments based on their accessed digital content. This transition from passive reception of information to active inquiry and discussion was a significant outcome of integrating digital resources into

Population Corner, aligning with contemporary pedagogical strategies emphasizing student-centered learning and critical engagement (Kang & Keinonen, 2018; Kist, 2022).

However, despite these positive developments, it is essential to acknowledge that the number of students actively engaged with Population Corner's digital resources remains relatively low. Although digital integration has proven effective in attracting some students, most still exhibit minimal interest in participating in literacy activities or accessing population-related materials. Teachers and counselors alike have observed that while a small but growing group of students benefit from Population Corner, many others remain disengaged. This suggests that, while the initiative is promising, there is still a need for greater promotion of Population Corner and its resources.

The optimal application of the Population Corner can significantly enhance student literacy and problem-solving abilities, thus better equipping them to address and resolve pressing population problems. However, several areas need further attention and improvement to maximize this initiative's benefits fully. A summary can be seen in Table 1.

Table 1. Issue and Recommendation Summary

Issue	Problems	Policy Recommendation
Geospatial-Based Resources	Insufficient maps and visual data to understand population distribution	Increase geospatial resources by providing thematic maps and region-specific population data to help students analyze disparities and develop tailored solutions
Guidance and Counseling	Lack of moral and ethical guidance in population-related issues	Integrate personalized guidance sessions that address moral and ethical aspects of population challenges such as juvenile

		delinquency and early marriage.
Digital Resources	Inadequate digital infrastructure and tools for developing digital literacy	Invest in better internet access and digital tools, and introduce more interactive digital content to enhance students' critical and creative thinking skills.
Integration of Environmental Issues	Weak connection between population content and environmental education	Strengthen the integration of population and environmental studies, focusing on sustainability and real-world problems like waste management and pollution.
Evaluation of SLM Progress	Limited evaluation methods that focus mainly on routine activities	Develop comprehensive evaluation systems, including pre- and post-module assessments, and establish feedback mechanisms to track and improve student progress.

First, geospatial-based resources at the Population Corner need substantial augmentation. The availability of thematic and region-specific maps that illustrate the distribution of population problems is limited. Such resources are critical in helping students understand the geographical variations in population issues, such as disparities in education, healthcare, or infrastructure across regions (Garfias Royo et al., 2020; Müller-Eie & Llopis Alvarez, 2020). By expanding the use of geospatial data, students will be better able to visualize and analyze the complexities of population dynamics and develop more targeted solutions.

Second, guidance and counseling are pivotal in fostering students' moral and ethical awareness, particularly concerning population-related issues like juvenile delinquency. Students with a solid moral and ethical reasoning foundation are more likely to exhibit socially responsible behavior and avoid problematic activities (Hidayah, 2021). Integrating guidance and counseling more deeply into the curriculum through Population Corner initiatives will allow educators to address population challenges such as early

marriage, substance abuse, and delinquency. Counseling sessions can offer personalized guidance, helping students relate these population issues to their communities and motivating them to engage in ethical decision-making.

Third, enhancing digital resources is crucial to developing students' digital literacy, which is becoming increasingly important in today's information-driven world. As digital tools are integrated into everyday life, students must learn how to effectively access, evaluate, and utilize digital content (List, 2019; Liu et al., 2020). Currently, the digital infrastructure at the Population Corner requires further investment in internet quality and digital hardware, both of which are necessary to facilitate smooth access to digital learning materials. Moreover, digital literacy is a foundation for critical and creative thinking, enabling students to distinguish between credible information and misinformation. By strengthening this digital component, students will be better equipped to tackle complex global issues such as fake news, cybersecurity, and echo chambers (Tinmaz et al., 2022).

Fourth, population content should be

more tightly integrated with environmental issues. Given the close relationship between human populations and ecological health, understanding this link is essential for students prepared to tackle sustainability challenges (Cotton, 2019; Debrah et al., 2021). Current environmental issues, such as the microplastic waste problem in Medan, demonstrate the critical impact of human activities on environmental degradation (Ramananda et al., 2023). A more focused approach to integrating population studies with sustainability and environmental education will help students comprehend the broader consequences of population dynamics on the planet's health. This approach fosters awareness and promotes sustainable practices within their communities.

Finally, evaluating students' literacy progress through the School Literacy Movement (SLM) must be more comprehensive. Current evaluations focus on routine activities, such as morning assemblies, which do not fully capture students' engagement with population issues nuancedly. More structured evaluation systems must be developed for literacy activities at Population Corner, particularly at the beginning of each learning module, where initial assessments can provide valuable insights into students' baseline knowledge. Follow-up assessments can then track progress, showing how students' literacy and problem-solving skills evolve throughout the program. Additionally, feedback mechanisms should be integrated so students receive personalized input on improving their literacy and analytical skills.

## CONCLUSION

The Population Corner program at SMA Negeri 1 Stabat represents a valuable

initiative within the digital-based School Literacy Movement (SLM). Since its launch in collaboration with the National Population and Family Planning Agency (BKKBN) in 2017, the program has grown into a robust platform for promoting student population literacy. Through its diverse resources—from printed materials to interactive digital content—the program has successfully engaged students with important demographic issues, including migration, birth rates, and urbanization, while enhancing their critical thinking and problem-solving skills. Integrating digital tools, such as QR codes and cloud-based platforms, has enriched the learning experience by offering students dynamic and interactive ways to explore population data.

Despite these advances, the study reveals that many students have not fully engaged with the available resources, with some showing limited interest in population literacy activities. To improve this, the program could benefit from strategies that enhance student engagement, such as incorporating more dynamic and interactive activities, like group projects or peer-led discussions, to encourage greater participation. Additionally, upgrading the school's digital infrastructure, including better internet access and digital devices, would ensure that students can more easily and effectively interact with multimedia content, making the digital aspect of the program more accessible and appealing.

Expanding the content offered at Population Corner to include more interdisciplinary connections, such as linking population studies with environmental education, economics, and history, would help students develop a more comprehensive understanding of how population dynamics influence various societal and global issues.

Moreover, integrating structured evaluation methods, including pre- and post-assessments of student literacy on population topics, would offer valuable insights into student progress, enabling more tailored improvements to the program.

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