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DEVELOPING DIGITAL LITERACY RESOURCES FOR MIDDLE SCHOOL STUDENTS: A HIGHLIGHT ON LITERACY LEVEL

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a b s t r a c t

In 2018 the Program for International Students Assessment (PISA) result indicates that Indonesia is at a very low literacy level (ranked 71st out of 77th countries). Furthermore, there is a declining trend (64 points) in 10 years in terms of the English Proficiency Index (EPI) as recorded by English First (EF). This fact, however, does not encourage us to move away from using the traditional pedagogy that is oriented toward the memorization of grammar and vocabulary. Recent research conducted by Sudimantara (2021) shows that there is a new alternative to teaching English academic writing without relying on grammar and vocabulary. In this study, Sudimantara (2021) develops a new pedagogy (multisensorial load reduction strategies) that activates the nonverbal components of language (rhythm, intonation, movement, emotion, and aesthetics), which are first processed in the right hemisphere, as the foundation of grammatical processing in the left hemisphere of the brain. This research, in fact, has generated a surprising result where the experimental group has made a highly significant learning improvement. Fletcher (2021) notes that humans do not only thinks in story but also recalls and reconstruct events in their memory in the form of story. The study was undertaken within a qualitative Research and Development framework. All research steps (Research and Information Collecting, Planning, Develop Preliminary Form of Product, and Evaluation) were completed. The result shows that this new digital literacy resource is applicable in the current curriculum context with some expected future improvement. This study is expected to generate more research on the development of brain-compatible digital literacy resources.

INTRODUCTION

Indonesia is a subject with a low level of literacy. During one decade Indonesian literacy was decline 64 points. Literacy is a fundamental skill that pupils must master before gaining access to other types of knowledge. Literacy is the essential requirement for comprehending any field of study (Alwasilah, 2014). According to English First (EF) Education's November 2021 report on the English Proficiency Index, Indonesia ranks 80th out of 112 countries and 14th in Asia.

Table 1. Indonesian EPI Results

Years	Rank	Participants (Country)
2011	34	44
2012	27	54
2013	25	60
2014	28	63
2015	32	70
2016	32	72

2017	39	80
2018	51	100
2019	61	100
2020	74	100
2021	80	112

Table 1.3 shows that the Indonesian English Proficiency Index Result has still a low literacy level in one decade, we lose 64 points from 2012 until 2021. This result show meaning that Indonesia's literacy levels are truly in a crisis literacy situation.

In the 2018 PISA (International Program for Student Testing), Indonesia scores 73rd out of 80 nations that participate in this international assessment, providing further evidence that Indonesia has a poor level of literacy.

Chart 1. Students Proficiency in Reading; PISA 2018
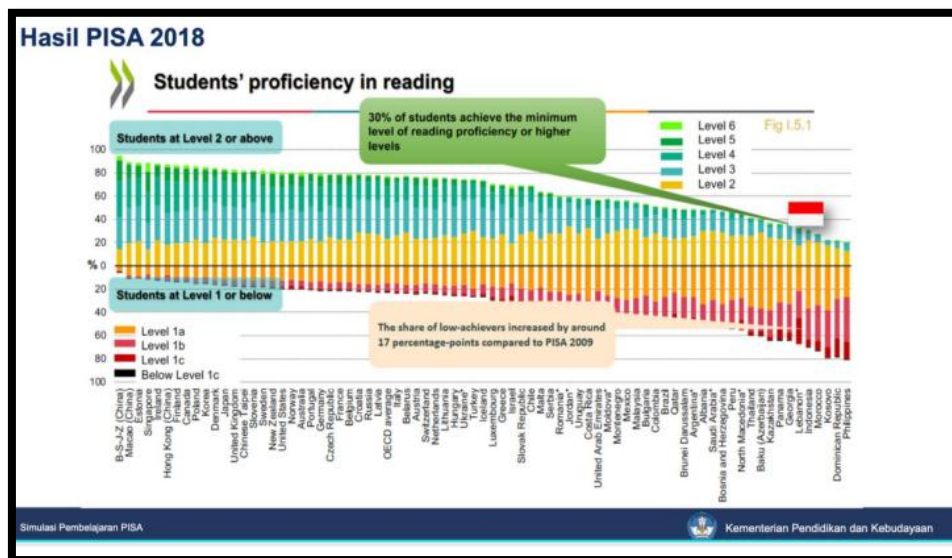
Source: Pusmenjar, Balitbang, Kemdikbud (2018)

The nature of Learning

Autonomous learning is one of the aspects contained in 21st century learning. Autonomous learning can occur when a learning process is student-centered. Students use the personalized style of learning known as autonomous learning to determine their own learning preferences and learning priorities, to select the most appropriate technique for their own learning, as well as to track and measure their level of success in their educational endeavors (Zulaihah & Harida, 2017; Afdillah , D. N., 2021). In autonomous learning, students will find their own learning patterns. Teachers as intelligence facilitators who make creative innovations for teaching. Innovation of learning is needed in this situation, where students learn independently with interesting learning tools so that learning activities can run well. According to A.-B Lian (2020; 2017) introduced an innovative learning tool (Reading for Emotion) to help students learn in a critical and reflective without relying on pedagogic grammar. In the process there is explanatory learning or students learn by analyzing texts by comparing and contrasting what they see in texts and why from the perspective of emotions. In addition to learning tools, teachers also need to prepare multimodal learning materials; consists of various types such as audio, video, text, and video movement. In addition to multimodal learning, this is also to

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stimulate students' sensory or we are more familiar with the term multisensory learning. In these multimodal materials, students also learn to use interrelated sources (rhizomatic learning).

Principles of the Multisensory Approach

Human brain does not perceive reality directly: people perceive hearing or seeing things only after they have already processed information against the multiplicity of multisensory connection (Damasio, 2014; Peterson, 2011).

Richards and Rodgers (2001) define an approach as a theory concerning the nature of language and language acquisition. The source of language teaching techniques and principles was a single methodology. This approach encompasses both linguistic theory and language acquisition. Multisensory refers to the process of learning a new subject through the use of two or more senses (Kelly, Rains, and Durham, 2008). VAKT, which stands for Visual Auditory Kinesthetic and Tactile, is another name for the multimodal method. Baines (2008) believes that students who learn through several senses are typically more interested in the material and retain it for longer. The multisensory approach suggests that language is better grasped when visual, auditory, motor, and tactile learning styles are integrated (Dewi, 2015; QIA, 2008). This strategy is recommended for teachers who work with students with diverse learning strengths (Moustafa & Martin, 1999).

Multisensory Approach in English Language Learning

Students require assistance based on the principle of learning, not instruction (A, -B Lian, 2017). Multisensory Approach is designed for students of all ages, not simply those with learning impairments. Dewi (2015) indicates that everyone can benefit from a multimodal approach to learning. The multimodal approach is effective in giving toddlers with sensory integration, tasks, and learning experiences (Martin & Moustafa, 1999). Teachers employ a multimodal approach by incorporating visual, aural, kinesthetic, and tactile components. It is anticipated to be included. Due to the diversity of these aspects, according to Reid (2005), children are supposed to have a unique experience with language so that they can learn and recall better than through dictionaries and books.The multimodal method can also provide learners who are susceptible to a certain element with the chance to learn from other elements that are their learning strengths. For instance, children who have trouble acquiring knowledge through the auditory modality are given the opportunity to learn through more effective modalities, such as the visual and kinesthetic ones. Transformative Pedagogy

Alexander (2008) defines pedagogy as the act of teaching and the accompanying discourse of educational theories, ideals, evidence, and reasoning. It's what you'll need to know and the skills you'll need to acquire in order to make and defend the numerous types of decisions that comprise teaching. Lewin (1948) refers to a transformative cycle consisting of "action stages" intended to effect change. Thus, transformative pedagogy is a change in how pupils are provided with knowledge. Besides that, Farren, P. (2019) identifies the 'transformative pedagogy' variables that promote autonomous language instruction and learning. They include a number of "new" literacies, such as intercultural literacies, as well as traits that enable language instructors to develop a more complete identity as practitioners, academics, and leaders. Thus, transformative pedagogy here is a change in providing knowledge to students, especially on literacy points. With the digitization of digital literacy resources following 21st century learning, namely independent students.

Stories in our Brain

When we listen to wonderful storytelling, our brains undergo two changes: one neurological and one chemical. Two parts of our brains light up when we hear straight facts: language processing and language comprehension. However, when we listen to stories, our cerebral activity increases by a factor of five. We use our motor cortexes, as well as our emotion

and visual image processing centers, to imagine sensations and process emotional responses. This means that we are using more of our brains, making us more engaged in the story and more likely to remember it. When we hear stories, our brains release oxytocin, a bonding hormone that causes us to care deeply about the people involved. This is why we sometimes treat fictional characters as if they were real people, why sharing personal stories is the quickest way to connect with strangers, and why storytelling is a politician's most powerful tool. We are not just hearing about someone's experience; we're also living it. The more we tell about their experience, the more oxytocin is released, and the more likely we are to internalize and remember that story afterwards. The audience is deeply affected by a well-told story. In fact, one well-known statistic claims that messages given in the form of stories are up to 22 times more memorable than facts alone. (Zidan, 2018).

Reading for Emotion

Reading for Emotion is a new learning tool introduced by A.B, Lian (2017). This learning tool uses emotion in its approach. The concept is based on research by Damasio and Immordino-Yang (2007) and Immordino-Yang (2009), which show that emotions are the most basic processes that people use to make sense of the environment. Emotions are the fundamental mechanisms that shape our lives; "I feel therefore I am" (Damasio, 1995). Students must "comprehend" not vocabulary or grammar, however the emotional relevance of the structures, "the manner in which emotions are converted into a text to provoke a desired effect in the interlocutors," according to Lian (2017, p. 6). She claims that paying attention to emotions allows students to engage with texts from the perspective of their own personal experiences, to analyze texts by comparing and contrasting what they notice in texts and why, and to engage with texts from the perspective of their own personal experiences.

Innovation in English Literacy Pedagogy

Indonesia is in a literacy crisis, where the literacy results (English Proficiency Index or PISA Assessment) are still at a low literacy level from the OECD (Organization for Economics Cooperation and Development) countries that take the test. Thus, teachers need to innovate in English literacy pedagogy. As curriculum prototype 2022 says that teachers are given the freedom to develop their own pedagogy. This new pedagogy focuses more on student-centered, multimodal materials, exploratory learning, multisensory learning, and those made in digitization. Although learning is made in digital form, continuing pedagogy must be number one. "Understanding cannot be digitized" (Morin, 1999 p. 49).

In sum, Digital Literacy Resources with the Reading for Emotion approach, students can learn to independently explore what is in these Resources according to their individual needs.

METHOD

This study employs a qualitative methodology. The research and development method (R & D) is an industry-based development model in which research findings are applied to the design of new products and procedures, which are then systematically field-tested, evaluated, and refined until they meet specified criteria for efficacy, quality, or similar standards (Gall, & Borg, Gall, 2003, p. 569). This research has three research questions that covered how to digital literacy resources work. The research questions follows; (1) What types of digital literacy resources are needed to help students learning? ; (2) To what extent do those digital literacy resources create compatibility with the literacy levels of students? ; (3) How the teachers' opinion about Digital Literacy Resources in this research?. The result from this research is innovation can be initiated at the level of the school context. Strengthening pedagogy is prioritized over digitizing learning resources.

According to the type of research being conducted, namely the creation of digital literacy resources designed to excite students about literacy activities; researchers employ the research and development methodology. The researcher was divided into two parts, they are as follows:

Table 2. Research Phases

No.	Research Phase	Development Phase
1	Analyzed ACARA Curriculum as role model on made digital literacy resources	Developed the website as media of digital literacy resources
2	Analyzed Indonesian literacy level during ten years	Developed aspect are being used on digital literacy resources based on story-science
3	Analyzed ACARA Curriculum with Kurikulum Merdeka in Indonesia.	Developed resources on website that compatible with CEFR levels
4	Analyzed of diagnostic test was compatible with CEFR Framework	Developed brain-compatible resources
5	Analyzed of the texts was compatible with CEFR levels	Developed resources on website after fixed analyzed with Reading for Emotion
6	Analyzed the strengths and weaknesses of the available narrative text (stories) with Reading for Emotion	Developed multimodal learning resources
7	Analyzed the story-science can improve literacy level	

The table above displays two phase on Research and Development method. Firstly, research phase are several analyzing point can occur the concept on this research. The concept on this research is digital literacy resources story-based. The start is analyzed ACARA Curriculum and Kurikulum Merdeka for made a path-line of the research. The similar concept from both curriculums is autonomous learning, student-centeredness, and multimodal learning. Besides that, the researcher do analyzed the content would be add on it such as diagnostic test, choose stories (resources) that matches the CEFR level and can be analyzed using reading for emotion.

Secondly, development phase are developed aspect and resources that included on digital literacy resources. The resources made on website the users can open anytime and free. Then, the resources were available on multimodal learning resources where students can enhance their sensory experiences by using different forms of story (text, audio, visual, and the combinations of both). Every student has a different learning style. Strengthening learning with multisensory can boost students' understanding.

FINDINGS AND DISCUSSION

The types of digital literacy resources to improve students learning was follows:

a. Students-centered

In digital literacy resources, student-centeredness has been implemented in the learning process. These stages are students started learning by doing a diagnostic test, and this test aims to measured the level of student literacy. Then, after students know their literacy level, they could choosen stories (learning materials) to be studied used the reading for emotion approach. Stories are available in several forms, namely text, audio, video, and video movement. It could activated the multisensory that students was.

b. Autonomous learning

After discussing student-centeredness above, we can know that autonomous learning will occur when learning is student-centered. This learning will undoubtedly be easy for students to increase their literacy level. They were strengthened by a new brain-compatible approach, namely reading for emotion. Autonomous learning has some characteristics. They are: (1) there is less intervention from the teacher in learning process; (2) Students can repeat tests or the learning (read/listen/watch the story at any time). Students learn from their own patterns of learning. Here is the pattern learning of digital literacy resources.

c. The Profile of Digital Literacy Resources

In this section, we will describe a brief profile of the digital literacy resources that the researcher created. From this profile, we can see what features are contained in these digital literacy resources. The figure as follows:

Figure 1. The profile of Digital Literacy Resources

Source: https://sites.google.com/view/nindyliteracyproject/home
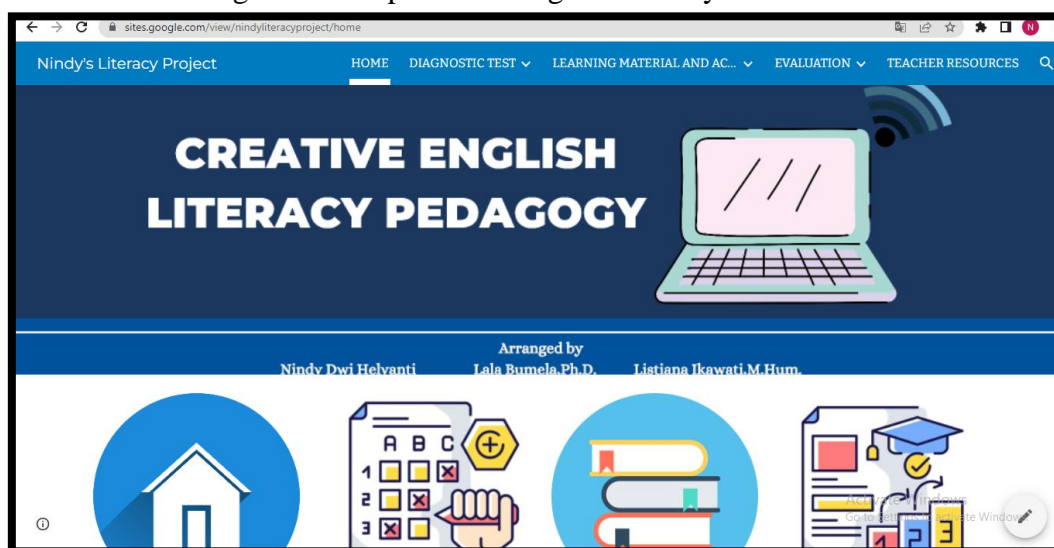
Digital literacy resources are instructional materials for students and teachers that aim to improve student literacy. This product focuses on media and includes multisensory and student-centered pedagogy. Experts and sources from their respective fields provide the material sources. In Indonesia, traditional pedagogy continues to emphasize memorization of grammar and vocabulary. According to Sudimantara (2021), pedagogic grammar is irrelevant to the learning framework of the 21st century for numerous reasons. This product's learning activity is called pedagogy rationale because it incorporates reflective learning (Peterson, 1999) and predictive mechanism (Anil, 2014) and allows students to master the material through comparison, contrast, and debate (Lian, 2017). This instruction employs a novel method,

namely emotional reading. This new learning model was created by Lian (2017) in 2017, and it promotes learning by incorporating emotions at every stage. So that these students can delve deeper into each section of the text. According to Bumela (2021), the human brain enjoys stories. The formation of the left and right hemispheres of the brain produces clarity of thought. In subsequent stages, however, students will be more aware and adept at using this digital literacy resource to continue their education. Ultimately, the literacy rate of Indonesian students can continue to rise from year to year.

  d. The Analysis of Diagnostic Test

   This section describes the analysis of diagnostic test from "English club" website. Diagnostic tests are the main door to start learning activities on digital literacy resources because from here we can find out the initial level of our literacy level. The analysis of diagnostic test and has fourth items that cover this test. First, point access here is free access and easy to use for any users. Because this link test available in Google. Second, the test is carried out within 15 minutes and the results of the test immediately come out after the test is completed. Third, the type of test here contains 20 multiple choices to choose the right sentences related to the question. The last one, assessment framework in this test is adopted from Common European Framework of References for Language (CEFR). Despite using the diagnostic test by adopting the CEFR, students could follow this test.

  e. The Analysis of Learning Material

    Learning materials in digital literacy resources come from various sources. In this case there are the good quality and low quality and their respective reasons. Good quality is used as the main source and Low quality as a companion source. the analysis of learning materials divided into three categories of types of text, namely text, audio, and video. The learning materials added to these digital literacy resources are not all high-quality texts. Let's read Asia foundation is resources containing stories written by teachers foundation in Asia. Some readers do not match the level. Second, Librivox is a resource that focuses on listening skills. Third, Aesop Fables is a source of narrative readings from Greece. Aesop's fables include all stages (focus, disturbance, dialogue, development, resolution, and moral) in Reading for Emotion. Fourth, English Fairy Tales focuses on narrative stories in the form of animated videos. The stories in it are also following reading for emotion.

    The findings in this chapter have indicated that: (1) autonomous learning will occur when learning is student-centered; (2) digital learning resources as multimodal learning resources to enhance their learning processes, so students' multisensory learning can occur. The discussion is as follows: Firstly, autonomous learning will occur when learning is student-centered. They were strengthened by a new brain-compatible approach, namely reading for emotion. Secondly, digital learning resources provide multimodal learning resources where students can enhance their sensory experiences by using different forms of story (audio, visual, and the combinations of both). As a consequence, multisensorial learning can occur, which eventually would have students learn better.

    This chapter has generated much insight into how innovation can be initiated at the level of the school context. Autonomous learning can occur when learning in the classroom is centered on students and the teacher as an intellectual facilitator. Teachers can prepare their own prototypes that are adjusted to the level of students. Every student has a different learning style. Strengthening learning with multisensory can boost students' understanding.

The compatibility of digital literacy resources with the student literacy levels

a. The Analysis of Diagnostic Test Results

This section describes the results of the diagnostic tests from students' part of SMPN and MTsN. There is a significant difference between SMPN and MTsN in the results of this test. Analysis as follows:

Chart 2. the Analysis of Diagnostic Test Results
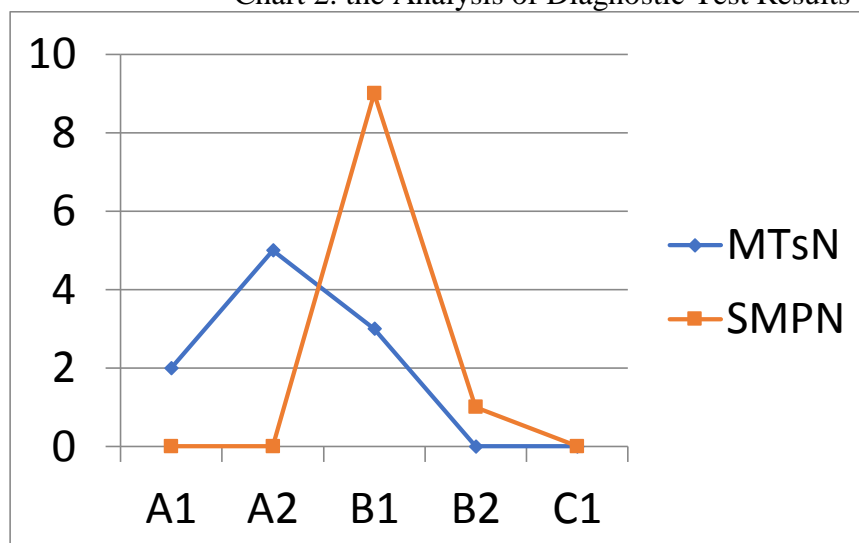
The first step to know students literacy levels is do diagnostic test. The result from two different schools was significant difference between SMPN and MTsN. Where respondents from MTsN have a low literacy results, on average they are at the A2 or elementary level. The test results are in contrast to the second respondents from SMPN, on average they occupy the B1 or intermediate level. This provides a new fact that school in cities have a lower literacy level than schools in districts.

b. The Steps Learning Activity of Digital Literacy Resources

The following are the steps learning activity of digital literacy resources as follows: (1) Read Carefully, students read a story carefully using feelings. Students can have to feel the change in feelings at each stage. (2) Giving Code on Original Text, after read carefully students begin to code the reports according to the steps in reading for emotion such as focus, disturbance, dialogue, development, resolution, and morals. Then, students rewrite the story on student worksheets according to the stages in reading for emotions. (3) Recreated the Story, after finishing reading and coding according to the stages in reading for emotions, students will then rewrite the story based on the experience gained from the original text. Rewriting the story makes the same story, but certain parts are different from the original text. For example, the Disturbance section changes, but the ending remains the same or changes to make it more memorable.

The findings in this chapter have indicated that: (1) English teachers at school have never mapped out student literacy levels by using any reading framework; (2) the notion of CEFR is a foreign concept for English Language teachers even though the school is categorized as "*Sekolah Penggerak*."; (3) the introduction of literacy level and the CEFR framework are actually applicable in the school context as long as the teacher does some research. The discussion is as follows: Firstly, English teachers at school have never mapped out student literacy levels by using any reading framework. This has resulted in the teaching learning process that was run without an informed decision on how students could engage in a

differentiated learning practice. Moreover, teachers would tend to generalize the literacy skills of the students using "one-size-fits all" method, which is in fact, the antithesis of the transformative pedagogy of 21st century learning. Secondly, the notion of CEFR is a foreign concept for English teachers even though the school is categorized as a "*Sekolah Penggerak*." The concept of "*Sekolah Penggerak*" is initiated by the Indonesian government to improve the learning quality if the students where each school and its selected teachers to develop their unique curricular and pedagogical practices that are compatible with CEFR. However, from the findings above, any innovative attempts to revitalize the curriculum and the pedagogical principles were not found in any schools involved in this study. Therefore, it is assumed that the pedagogical principles and practices of the teachers involved in this study were not aligned with the spirit of the "*Sekolah Penggerak*". This certainly implies that the quality of educational services in these schools are labeled as "underperformed" once standard of PISA and TIMSS are administered. Furthermore, this circumstance is a predictor of the declining trend of English Proficiency Index (EPI) and literacy index (e.g. Indonesia already dropped 64 points in EPI in the last one decade). Thirdly, the introduction of literacy levels and the CEFR framework can be applied in the school context as long as the teachers are research-minded professionals.

The findings above suggest that English teachers (or school teachers in general) are not well equipped with solid research skills. This is evidenced in how they approach the new concept of critical literacy by using the learning tool called "Reading for Emotion". This learning tool is basically used to promote the concept of student-centered learning practices where each student is encouraged to create moments of discovery in their own learning processes without relying on the teacher. However, the findings suggest that the concept of student-centeredness was taken for granted by the teachers. This chapter has generated much insight into how innovation can be initiated at the level of the school context. Strengthening teaching, learning, and assessment are priorities in supporting innovation in schools. In this process, teachers have to build a new interdisciplinary knowledge as the foundation of transformative pedagogy.

English language teachers' opinion on the utility of the digital literacy resources
 a. Thematic Analysis of Interview with Teachers

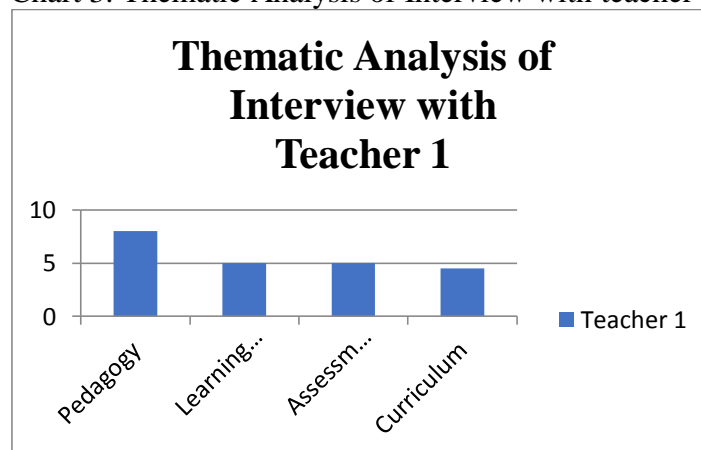Chart 3. Thematic Analysis of Interview with teacher 1

Chart 3 displays thematic analysis from an interview with teacher 1. Teacher 1 mentioned four themes: Pedagogy, Learning Media, Assessment, and Curriculum; where the word

"Pedagogy" is a theme that was often said during the interview. The first teacher argues that Pedagogy is an important point in learning.

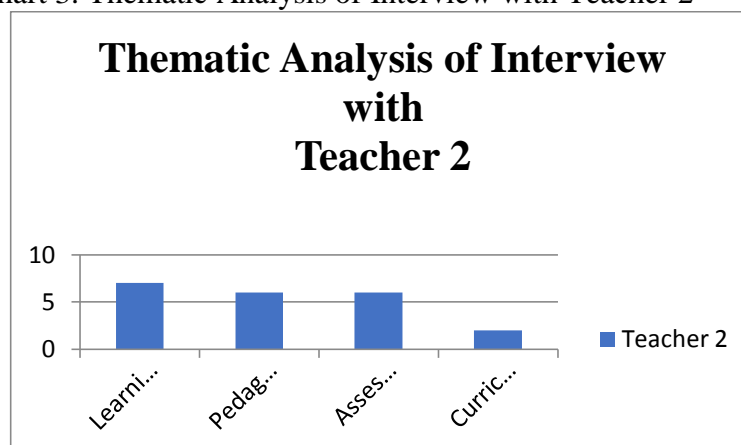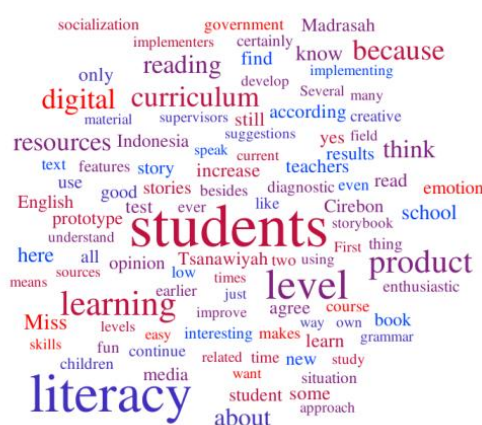Chart 3. Thematic Analysis of Interview with Teacher 2

Chart 3 displays the thematic analysis from an interview with teacher 1. Teacher 1 mentioned four themes: Learning Media, Pedagogy, Assessment, and Curriculum; where the word "Learning Media," is a theme that was often said during an interview with teacher 2. The second teacher argued that Learning Media is an important point in the learning process.

b. The Analysis of Interview Transcripts from Word Clouds

Data analysis using word clouds is a form of data triangulation to measure the significant data obtained from respondents. With this word cloud tool, the researcher found a match between thematic analysis and word cloud analysis. Where the four themes (Pedagogy, Learning Media, Assessment, and curriculum) are words that were often mentioned by respondents.

Figure 2. Visualization theme of digital literacy resources from interview with teachers

Words Cloud Teacher 1

Words Cloud Teacher 2

Figure 2 displays a clear difference between the most prominent word cloud taken from interviews with teachers. The most prominent words cloud in the word cloud from the interview shows that Teacher 1 mentions four keywords "Pedagogy, Learning Media, Assessment, and Curriculum", where the word "Pedagogy" that hosts the story-based exercises serves as the main hub for all the bubbles. The four lines stretching from "Pedagogy" are very thick, suggesting that this learning process for the story-based exercises playes a very important role in the learning process with the digital literacy resources. On the other hand, the most prominent from the word cloud taken from the interview with Teacher 2 shows four keywords Learning Media, Pedagogy, Assessment, and Curriculum. The word "Learning Media" serves as the main hub. The lines stretching from this hub are not that thick, suggesting that it actually playes a less significant role in the learning process of the story-based in digital literacy resources.

Chart 4. The Most Prominent Word Cloud From The Interview With Teacher 1

Chart 4. displays the most prominent words in the word cloud from the interview with Teacher 1. The most prominent keywords are Pedagogy, Learning Media, Assessment, and Curriculum. The word "Pedagogy" is a theme that was often said during the interview with

Teacher 1. The first teacher has full attention to pedagogy in teaching. She has a concept in teaching English that is using story books.

Chart 5. The Most Prominent Words Cloud From Interview With Teacher 2

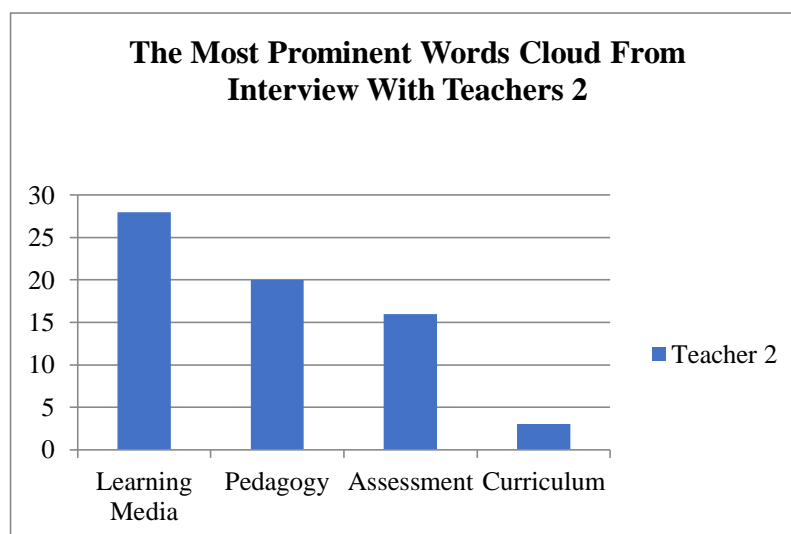**The Most Prominent Words Cloud From Interview With Teachers 2**

Chart 5. displays the most prominent words in the word cloud from the interview with Teacher 2. The most prominent keywords are Learning Media, Pedagogy, Assessment, and Curriculum. Word "Learning Media" is a theme that is often said during an interview with teacher 2. The second teacher has full attention to Learning Media in teaching. The teacher used several resources from the internet as learning media for the learning process.

c. General Perceptions on the Use of Digital Literacy Resources

This section describes the general perceptions of the participants in using digital literacy resources. A selection of comments regarding the uses of digital literacy resources. The comments reflect the experience of the students and teachers in the context of this learning tool.

1. Students' comment

Table 3. Students' comments on the uses of digital literacy resources

No	Reflective Questions	Samples of Reflective Comments
1.	Can you share your experience after trying these digital literacy resources?	• I can easily understand the content of English stories by using reading for emotion. • The features are also fun and not boring.
2.	How long have you been able to understand the contents of these digital literacy resources?	• Ten minutes, then I can understand the contents of these digital literacy resources. • Just a few minutes, because the content of this website is easy to understand for me. • In thirty minutes.
3.	Have you tried this learning exercise feature using digital literacy resources?	• The process starts from us taking a diagnostic test to find out our literacy level. Then, we choose the story according to the literacy level. Next, we choose a story to find the stages of reading for emotion. After

	Can you explain the process?	that, we tried to make the same story but we recreate by own version, this was done twice with different stories. Finally, we do an evaluation test to find out whether our literacy level increases or remains.
4.	Did you experience any obstacles during the learning exercise process using digital literacy resources? Can you explain?	• Yes there is, I do not have a quota. I must have to wait for tethering from my friend. • I felt dizzy at the beginning, because I haven't applied reading for emotion to reading stories. • Problem with the signal on my smartphone.
5.	Are you interested in these digital literacy resources? Why?	• Learning is like playing a games, it is fun and not boring. • It can be accessed anywhere. No need to bother carrying story books.
6.	Do you think that digital literacy resources are important for students to use at school? Why?	• Digital literacy resources, we can better understand the content of the material and a story. • Yes, it is very important. In the digital era, we need practical and simple learning. • Yes, very important. We can learn more deeply by using reading for emotion on this website.
7.	How do you feel before and after using these digital literacy resources?	• Previously, i feel difficult to find English learning sources. But after learning with digital literacy resources, I feel helped to learn English anytime. I love learning sources like this, because there are a lot of interesting stories in them.
8.	Do you agree that learning using digital literacy resources can increase students' literacy level? If yes/no, why?	• Yes, I agree. With the existence of digital literacy resources, I feel very helpful in learning English. • I strongly agree. Learning using digital literacy resources adds motivation to learn in new and up-to-date ways. We read and understand the contents of the story with feelings.
9.	If you think that digital literacy resources can increase the literacy level of students, to what level can you predict? Why?	• In my opinion, you can reach the highest level, as long as it is accompanied by focus and often practice reading a story. • Maybe get to the intermediate level. Because we have to keep learning and practice reading stories a lot. • I think we can get to level B2, because we come from a really very basic level.
10.	Could you write criticism or suggestions for creators of digital literacy resources, please?	• Suggestion: please allow more time while doing the exercises because my brain takes a bit longer to process them. • I don't have a criticism, we are happy learning with this website.

Table 3 displays students' opinion on the uses of digital literacy resources. In this section the researcher gave ten questions as reflective questions for students' after they used these in the learning processes. There are three main points that become the main answers here, namely (1) students like the diagnostic test on digital literacy resources because they know their own literacy level directly; (2) students like learning the materials in digital literacy resources because all of the contents are stories, where a single unified story becomes a strength in the process of understanding the contents of the reading; and (3) students said they were helped by the use of Reading for Emotion in digital literacy resources as a tool that can activate the human brain in understanding through mood shifts at every stage and the occurrence of self-reflectiveness which makes the text more alive. The students suggest that more time is needed for using the digital literacy resources in the learning process because the time for this research is limited, the researchers implemented these digital literacy resources in a short time.

2. The teachers' comment (Good and Bad Comment)

Table 4. Teachers' Comments on the Uses of Digital Literacy Resources

No	Reflective Questions	Good Comment	Bad Comment
1.	Can you share your experience after trying these digital literacy resources?	• It is definitely kind of amazing experiences for me! The Digital Literacy Resources has not only written stories but also audio and pictures. • Such an amazing experience!	
2.	How long have you been able to understand the contents of these digital literacy resources?	• Not too long. It is easy to understand because the researcher have add some learning activities.	• I need a several hours to understand, because this is a new experience for me.
3.	Have you tried this learning exercise feature using digital literacy resources? Can you explain the process?	• Yes, I have tried it. I've tried using the exercise feature at the beginning by doing a diagnostic test, here we can find out what level we have and to continue learning materials and activities, we will try to learn later.	• I haven't tried it all, because I need a time to follow this features.
4.	Did you experience any obstacles during the learning exercise process using digital literacy resources? Can you explain?	• No, I didn't. I'm grateful to be able to try Digital Literacy Resources. I hope this media can increase our students' literacy level.	• Yes, I have obstacle when I tried diagnostic test and evaluation test features. I think the text is difficult for students in junior high school. We know that our student here has low literacy level.

5.	Are you interested in these digital literacy resources? Why?	• Yup, exactly. Is new equipment to help the teacher and students to learn in a fun way. • I am interested in using this for students to be able to study independently	
6.	Do you think that digital literacy resources are important for students to use at school? Why?	• Yes. The world turns into everything digital nowadays. So, Digital Literacy Resources suits the students' love for something digital as their daily habit. On the other hand, students' also learning something new from reading for emotion that included here. • It is important because in digital literacy resources, the scope of the material is clear and can be a source of student learning. Also add a new tool (reading for emotion) as an approach to read text easily.	
7.	How do you feel before and after using these digital literacy resources?	• Before: it takes quite a long time to teach narrative text. After: teach narrative text can be more fun. • Before using this product, learning resources were limited, after this product was available, it was more varied.	
8.	Do you agree that learning using digital literacy resources can increase students' literacy level? If yes/no, why?	• Yes I totally agree, because Digital Literacy Resources appearance is interesting. • Yes, I agree with this digital literacy resource, because it can increase the level of students according to the student's initial abilities. It contains a variety of learning resources, both video and audio, and it is very easy to understand how to use it.	
9.	If you think that digital literacy resources can	• In my opinion, the level literacy of student can up to advance level. Depends add a	

	increase the literacy level of students, to what level can you predict? Why?	new feature: repeat after sentence. • I predict until the advanced level, it's also not in its entirety. Back again how the ability of students.	
10.	Could you write criticism or suggestions for creators of digital literacy resources, please?	• Suggestion: It will be more interesting if there is a feature for student to repeat after the sentence. • Suggestion: For the future researcher in this research area, give a video tutorial on how to use these digital literacy resources in each feature.	

Table 4 displays teachers' opinion on the uses of digital literacy resources. In this section the researcher gave ten questions as reflective questions for teachers' opinion after using these in the learning processes. There are three main points that become the main answers here, namely (1) teachers say that digital literacy resources could implement student-centeredness in schools; (2) teachers said that multimodal material on digital literacy resources is important in learning; because it is also able to activate multisensory students; and (3) teachers said that digital literacy resources as a future reference teaching that can be done in a fun way with story-based material and reading for emotion as an approach.

CONCLUSION

This papers reports several insight into how innovation can be initiated at the level of the school context. Strengthening pedagogy is prioritized over digitizing learning resources. Students' understanding of any material will be achieved when learning tools work well. Reading for Emotion is a new pedagogy that is applicable to the workings of the human brain so that the transfer of knowledge to students can be achieved. Thus, when understanding can be reached, the literacy level of students in Indonesia can increase.

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