

## INVESTIGATING SCHOOL LIBRARIAN'S ROLE IN PROMOTING NEW MEDIA LITERACY IN INDONESIA

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**Abstract:** Considering the strategic position of school librarians as a part of the school literacy team, examining their roles in promoting students' literacy skills becomes essential. This study investigated the school librarian's roles in promoting new media literacy (NML), elaborating on their strategy, challenge, and the types of NML skills they taught. It employed a qualitative model as the research design and interpretivism as the research paradigm. Furthermore, it used a thematic analysis to analyse the data by implementing the American Association of School Librarians (AASL) and New Media Literacy (NML) theory as the theoretical frameworks. Moreover, this study employed semi-structured interviews to generate the data. The findings showed that the school librarians promoted NML directly and indirectly. They directly promoted NML by teaching literacy ambassadors NML materials and indirectly promoted it by collaborating with stakeholders inside and outside schools through workshops, seminars, and training. They collaborated with all school members inside the school, while outside schools, they worked collaboratively with journalists, universities, police, and local governments. Moreover, their challenges were their limited budget, complex budget mechanism, lack of attention, and unclear future careers. However, to cope with these constraints, they performed the five school librarian's roles: as teachers, leaders, informant specialists, program administrators, and instructional partners. Finally, looking at the characteristics of literacy activities, the four NML skills, comprising functional consuming (FP), critical consuming (CC), functional prosuming (FP), and critical prosuming (CP), were performed.

**Keywords:** Media literacy, new media literacy (NML), school librarian's role, new media literacy skill

### INTRODUCTION

The fast growth of Information and Communication Technology (ICT) in this age has affected how people interact. The invention of the internet as a part of ICT's fundamental element in the 21st era has offered society a lot of innovations and eases, including new media. The term 'new media' describes the convergence phenomenon between digital communication technologies and the internet (Fardiah et al., 2020; Koc & Barut, 2016). The evolution of new communication technology, such as computer, the internet, and Web 2.0, have shifted people from classic or traditional media to the new media era (Lin et al., 2013). Chen et al. (2011) suggest that new media's technical characteristics and sociocultural aspects, such as interactivity, user-generated content, and digital nature, have enabled media users to connect to the world and access information quickly.

Moreover, the emergence of new media applications and products, such as social media, websites, blogs, online news, online video, wiki, virtual reality, television, and so forth, have helped people in communicating, sharing, and accessing information globally (Chen et al., 2011; Hobbs, 2010; Lin et al.,

2013). For instance, people in Australia can directly watch a European football match via online streaming. At the same time, they can write and share the news in their social media story and status, and only within a few minutes has it spread widely and may become viral. Likewise, Indonesian game players can meet and play with Australian teams through online game platforms, even though they are far distant. These phenomena are examples of information and communication styles in this 21st century in which new media culture has altered people's lifestyles to be a part of ICT's evolution (Koc & Barut, 2016; Tutgtekin & Koc, 2020)

The evolution of new media is also marked by its usage for multiple purposes in various sectors, not only for communications but also for entertainment, business, education, politics, and other social purposes. However, like a coin, new media has two sides: the benefits and drawbacks (Kellner & Share, 2007; Share, 2009). On the one hand, these developments have helped society in enhancing their life quality. However, on the other hand, the feasible, open, and accessible characteristics of new media lead to disruptions when the new media users have insufficient literacy skills (Chen et al., 2011). The massive dissemination of fake news, hate speech, online fraud, and online bullying are drawbacks due to the lack of new media literacy skills (Fardiah, 2020; Hobbs, 2010). In addition, since new media are accessed massively, they have evolved into a public pedagogy, which has the power to educate even (mis) the global society (Tisdell, 2008). Accordingly, to prevent the potential drawbacks, media education needs to be promoted in school as early as possible to equip students with critical thinking skills due to their position as a media-savvy group at this age (Buckingham, 2005; Hobbs, 2010; Kellner & Share, 2007; Merga, 2020; Share, 2009).

Looking at the Indonesian context, the amount of new media usage in Indonesia continuously grows (Fardiah et al., 2020). Kemp (2020) has informed that Indonesian internet users in 2020 accounted for 64% (175.4 million) of the total Indonesian population, increasing by 17% compared to 2019 (Datarerortal, 2020; Fardiah et al., 2020). Surprisingly, internet consumption a day (i.e., 16 to 64 years old) is 7 hours 59 minutes, higher than the global average, which is only 6 hours 43 minutes a day (Hootsuite, 2020), and 87.13% of them are social media users (Rastati, 2018). Hence, these phenomena show that new media has become a part of public pedagogy in which society learns and sees the world through media (Tisdell, 2008). Unfortunately, the fact has shown that Indonesia's high number of new media users does not equal media literacy skills (Supratman & Wahyudin, 2017). The Program for International Student Assessment (PISA) informed that the Indonesian literacy level in 2018 was low; it ranked 74 of 80 PISA members (Helyanti, 2022). Similarly, data released by Wiley (2021), Indonesia's digital skill gap index (DSGI) 2021 showed that Indonesia ranked 47 of 138 countries in APEC (Asia-Pacific Economy Cooperation), showing that not all Indonesians are media literate. Accordingly, to cope with this problem, the Indonesian government highly encourages all education stakeholders to be wholly concerned about this issue, especially school librarians as part of literacy educators (Merga, 2020; Nashihuddin, 2018; Srirahayu et al., 2021).

In 2016, the Indonesian Ministry of Education and Culture released a national school literacy program called School Literacy Movements or gerakan literasi sekolah (GLS) to accelerate students' literacy competence. It is a collaborative program between school stakeholders, including school principals, teachers, librarians, school committees, parents, and students, working together with scholars, publishers, mass media, public figures, and other stakeholders to promote and enhance student's literacy level (Srirahayu, 2021; Wiedarti et al., 2018). Besides, the government released a new Kurikulum Merdeka (independent curriculum) curriculum in 2020, emphasizing students' literacy enhancement (Rizki & Fahkrunisa, 2022). However, since media literacy is not formulated as an independent subject, like a media art curriculum having been implemented in other countries such as Japan, Australia, and most countries in Europe, teaching NML skills in Indonesian school settings still faces challenges (Fardiah et al., 2020; Hendriyani & Guntarto, 2011). Therefore, GLS is projected to address those constraints in which, as a part of the school literacy team, school librarians hold a vital role in succeeding the school literacy programs as they are involved in the whole process (Merga, 2020; Srirahayu, 2021; Wiedarti et al., 2018). However, not many people understand their roles and contributions in running and supporting the school programs, particularly in upscaling students' literacy competence (Merga, 2020), whereas the presence of a qualified school librarian in this digital age positively correlates to the student's academic achievement (Cohen et al., 2019; Merga, 2020; Trip, 2020). Therefore, considering the critical position of school librarians in promoting media literacy at

school and referring to the crucial need for new media literacy skills at this age, investigating the school librarian's role in promoting new media literacy in the Indonesian context will be essential.

Some scholars have conducted studies concerning library and media literacy in the Indonesia context, but none of them explores the NML framework (e.g., Nasihudin, 2018; Rachmawati & Ekowiyanti, 2016; Sumiati & Wijanaraga, 2020; Srirahayu et al., 2021). Moreover, according to the studies on media literacy, investigations in this area have evolved from classic or traditional to NML following the evolution of media technology (Chen et al., 2011; Koltay, 2011; Xiao et al., 2021). However, the radical changes to the media landscape imply that the investigation of new media technology must also be radically developed (Koc & Barut, 2016). This condition compels media literacy experts to develop and propose a new approach to media literacy (see Chen et al., 2011; Lin et al., 2013; Koc & Barut, 2016; Tugetkin & Koc, 2022). Regarding this condition, in the Indonesian context, numerous researchers have conducted investigations of media literacy and NML in some contexts like in educational settings (e.g. Awaliyah et al., 2021; Kaloeti et al., 2021; Rusydiyah et al., 2020; Syam & Nurrahmi, 2020; Tatminingsih, 2022; Zulkarnain et al., 2021) and youth (e.g. Arafah & Hasyim, 2022; Fardiah, 2021; Toruan & Ruslinawaty, 2020; Zainal et al., 2020). Nevertheless, they mainly refer to digital media literacy still employing the old media literacy approach (see Aminulloh et al., 2022; Fardiah et al., 2020; Nugraha & Sastromiharjo, 2018; Putri et al., 2020; Widyasari & Alert, 2019; Suwana, 2021). Therefore, considering the preliminary studies, it implies that NML in Indonesia still requires much more attention (Fardiah, 2020; Widyasari & Alert, 2019), becoming a gap that this study will address.

This study attempts to fill the gap by addressing two research problems: How do school librarians promote NML?, and what types of NML do school librarians promote? The first question investigates strategies and challenges connected to the resources they have, including their professional background, the support from school stakeholders, the school and library infrastructure, school policy or programs, and how those elements bring opportunities or challenges for school librarians in promoting new media literacy practices in the school. In addition, the second research problem aims to investigate the types of NML skills promoted by the school librarian. Considering the librarian's strategic position as the school literacy team in the Indonesian context, elaborating on their role in equipping students with NML skills might contribute to their expertise and enrich discussion in the media literacy area.

### **METHOD (Cambria 11 Bold) (no numbering)**

This study employed a constructionist as the ontological stance with interpretivism as the epistemological position. According to Bryman (2021), the ontological stance of constructionism suggests that reality or truth is constructed by the contexts embedded. The school librarians were placed as a research subject, and to make sense of their work, both internal and external elements were investigated and involved concerning media literacy education (i.e., settings, work environment, situation, colleagues, and school stakeholders) since human's understanding is constructed by external social factors (Hatch, 2002). In line with the constructionist position, this study adopted interpretivism as the epistemological stance, implying that the researcher interprets the realities to understand the multiple realities emerging from the interaction or negotiation between school librarians and external elements (Bryman, 2021). The researcher employed a qualitative case study for the research design as this study aims to explain how the social reality (i.e., school librarians and their roles in promoting NML) is constructed and understood (Bryman, 2021). School librarians' roles were seen as a social reality constructed by negotiation between school librarians' knowledge and external factors such as work environments, systems, and school stakeholders, with my understanding and knowledge as the researcher.

In addition, generative purposive is employed sampling to recruit the participants in this study by designing the criteria to match the research aim and cases (Bryman, 2021; Palinkas et al., 2015). There are three relevant recruitment criteria: first, the libraries have integrated the internet and performed digital services; second, they have conducted media literacy programs; third, the school librarians have worked for at least one year since recruitment. The researcher's previous position as a school librarian and a Malang school librarian association member provides sufficient information concerning the school librarians and the school library's services, programs, and infrastructures in Malang. Accordingly, the sample of the secondary Malang school librarian are recruited from the

association's WhatsApp group. Eventually, five school librarians from four different schools were recruited since they fit the criteria. A semi-structured interview method was used to generate the data. The conversation was conducted in Bahasa Indonesia to gain a comprehensive and detailed understanding as the interviewee needed help in English. Then, the transcript was double-checked and the participants were allowed to read, check, and alter the transcripts as they found any mismatch prior to writing the analysis to establish a sense of trustworthiness. In addition, the data transcript was translated into English and peer-reviewed to validate the transcript. Thematic analysis was implemented as a strategy by employing the American Association of School Librarians (2009) and Lin et al. (2013) as the theoretical frameworks to analyse the data.

To address the first research question, this study employed the American Association of School Librarians (AASL) (2009) theory, and Lin et al.'s (2013) theory concerning NML skills was used to answer the second question. AASL conceptualizes school librarians' roles into five functions: teacher, leader, instructional partner, information specialist, and program administrator. As a teacher, the school librarian has a function to encourage students' motivation to read, think critically, have research skills, and educate them to be ethical information users (AASL, 2009). In addition, as a leader, school librarian works collaboratively with teachers, administrators, and other stakeholders in designing or developing materials, arranging school events, and leading literacy programs (AASL, 2019; Cohen et al., 2019; Kimmel, 2011). Besides, as an instructional partner, the school librarian works collaboratively with a teacher in designing and developing relevant academic standards considering information literacy, critical thinking, and social-cultural skills (Cohen et al. 2019). Moreover, as an information specialist, the school librarian has roles in providing relevant resources to assist teachers and students in achieving academic standards and providing access to information for all school learning communities (AASL, 2019). Lastly, as a program administrator, a school librarian ensures that all school members can access the whole library resources, build a relationship within and out of school stakeholders, and works synergically with all school teams to succeed in the literacy programs (AASL, 2019, Cohen et al., 2018).

Concerning implementing this concept, Moreillon (2013) expands it by adding more detailed roles (see figure 1). This study employs this concept to understand how school librarians play their roles in promoting new media literacy. This theory was used to define, understand, and analyze the school librarian's activities in achieving ideal library service when they execute school literacy programs (Cohen et al., 2018; Moreillon, 2013). It also facilitated the study to build a basic concept for reference of the relationship between school librarians and their external elements in promoting media literacy in creating media literacy instruction (Bryan, 2018; Moreillon, 2013). Moreover, it was used to understand how school librarians interact and negotiate with those external factors and create challenges or opportunities or even become strategies to promote new media literacy skills (Cohen et al., 2018; Moreillon, 2013; Sriahayu, 2021).

| Librarian             | Roles                                                                                                                                                                                                                                                                                                                        |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leader                | <ol style="list-style-type: none"> <li>1. Serve as a teacher leader</li> <li>2. Understand the school holistically</li> <li>3. Demonstrate genuine commitment and knowledge</li> <li>4. Integrate the 21st-century skills with the school environment</li> <li>5. Build interactive relationships and cooperation</li> </ol> |
| Instructional partner | <ol style="list-style-type: none"> <li>1. Create policies, activities, and curriculum</li> <li>2. Collaborate with partners at school to compose instructions, organize teaching, and prepare assessments: <ul style="list-style-type: none"> <li>- Academic standards</li> <li>- Critical thinking</li> </ul> </li> </ol>   |

|                        |                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <ul style="list-style-type: none"> <li>- Technology and information literacy</li> <li>- Social skills</li> <li>- Cultural aptitude</li> </ul>                                                                                                                                                                                                                                                |
| Information specialist | <ol style="list-style-type: none"> <li>1. Support technology integration</li> <li>2. Create a continuous learning task</li> <li>3. Connect schools and global communities</li> <li>4. Consolidate technology models</li> <li>5. Provide ethical models of information management</li> </ol>                                                                                                  |
| Teacher                | <ol style="list-style-type: none"> <li>1. Support students to become:               <ul style="list-style-type: none"> <li>- critical thinker</li> <li>- enthusiastic and strategic reader</li> <li>- a skilled researcher</li> <li>- familiar with information ethics</li> </ul> </li> <li>2. Follow trends in reading sources</li> <li>3. Recommended multiple format resources</li> </ol> |
| Program administrator  | <ol style="list-style-type: none"> <li>1. Provide access to resources</li> <li>2. Participate in developing mission, strategic programs, and library policies</li> <li>3. Managing staff budgets and physical space</li> <li>4. Partnering with stakeholders and other organizations</li> </ol>                                                                                              |

Figure 1. Moreillon's (2013) concept of School Librarian's roles

The second theoretical framework concerns new media literacy proposed by Lin et al. (2013) as a refined form of the previous theory designed by Chen et al. (2011). Chen et al. (2011) propose an NML framework encompassing new media's technical and cultural aspects. They are formulated into two continua: consuming to prosuming media literacy and functional to critical media literacy (Chen et al., 2011). Furthermore, the intersects of consuming and prosuming continua engender four NML skills, comprising functional consuming (FC), functional prosuming (FP), critical consuming (CC), and critical prosuming (CP) skills (Chen et al., 2011; Lin et al., 2013, & Barut & Koc, 2016). Furthermore, Lin et al. (2013) refined the framework by unpacking the four existing NML elements into ten more fine-grained indicators divided into two main divisions: consuming and prosuming media literacy (See Figure 2)

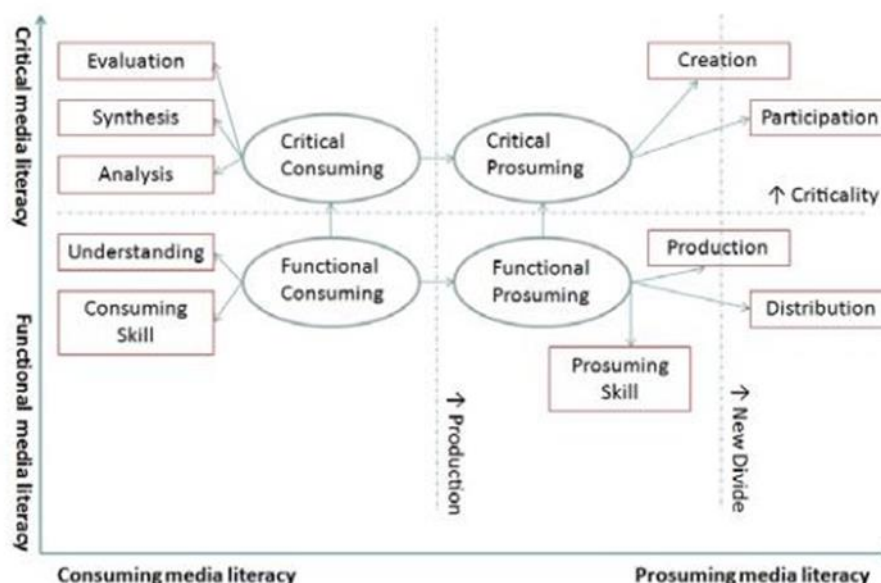


Figure 2. A refined NML framework (Chen et al., 2013)

The first skill is functional consuming (FC), comprising: (1) consuming skill refers to the technical ability to operate different hardware and software to get information by accessing various media content, and (2) understanding represents the ability to cover the textual meaning (Lin et al., 2013). The second skill is functional presuming (FP), consisting of prosuming skills, distribution, and production (Lin et al., 2013). (3) Prosuming skill focuses on creating content, for instance, setting up social media accounts such as FB, Twitter, etc. Moreover, (4) distribution is in line with Jenkin's (2006) networking literacy focusing on 'the ability to search for, synthesize, and disseminate information for instance, sharing media message, rating for products, voting for services, and so forth (Lin et al., 2013). Meanwhile, (5) production shows the ability to copy, mix, and rearrange media content in a meaningful manner, for instance, scanning or typing, converting a document file, producing a video clip by mixing images and audio materials, and scribbling online through blog or Facebook (Lin et al., 2013). The third skill is critical consuming (CC), consisting of analysis, synthesis, and evaluation (Lin et al., 2013). In addition, Share (2009) analysis concerns semiotic or textual analysis focusing on codes, genres, and language of multiple modalities such as print-based, digital, etc. Moreover, (7) synthesis indicates the ability to remix and construct media content involving the media user's idea, for instance, comparing the same news from different media sources (Lin et al., 2013). Meanwhile, (8) evaluation refers to an ability to question and challenge critically the media content's credibility and reliability, considering issues regarding ideology, power relations, and identity (Lin et al., 2013). The fourth skill is critical prosuming (CP), comprising participation and creation. Lin et al. (2013) divide (9) participation becomes interactive and critical participation. In line with Jenkins' (2006) collective intelligence, interactive participation refers to the ability to share knowledge and ideas to reach a common goal, while critical participation emphasizes the individual's awareness to consider socio-cultural values, ideology, and power relation during communication through media (Lin et al., 2013). Lastly, (10) creation refers to creating content by integrating a critical understanding of socio-cultural and ideological values. Different from distribution and production, creation emphasizes individual criticality.

## FINDINGS AND DISCUSSION/ANALYSIS

The results showed that the five school librarians taught and promoted NML directly or indirectly through collaborations with school stakeholders inside and outside the school. For instance, David established a literacy ambassador, a group of students interested in literacy. He directly taught them NML materials aimed at educating other school students. He explained, "If we should handle 3000 students, it will be difficult. That's why we need literacy ambassadors. We provide them with materials about literacy, librarianship, hoaxes, and digitalization." David denoted that he could not work alone in

promoting NML. To cope with this condition, he optimized his function through collaboration with his students by establishing literacy ambassadors. Collaboration with students becomes the key for them to reach a broader scope. In line with Merga's (2020) notion, as literacy educators, school librarians work collaboratively with other stakeholders to educate and promote literacy in schools.

Interestingly, the results also showed that collaboration between school librarians and students through literacy ambassadors brings positive impacts on students' competence in comprehending multili, information, and digital literacy as school librarians have access to both technology and resources (Cohen et al., 2018; Trip, 2011; Wiedarti et al., 2018). However, as the curriculum did not conceptualize media literacy as an independent subject (Srirahayu et al., 2021), school librarians indirectly promoted NML through the school literacy movement in upscaling students' literacy competence. For instance, Adam explained, "We established a school literacy team, *Gerakan Literasi Sekolah* (school literacy movement), that has changed become *Gerakan Literasi Nasional* (National Literacy Movement), requiring students to read fifteen minutes regularly before entering the class." It confirms the preliminary findings (see Hobbs, 2010; Merga, 2020; Moore, 2013) that literacies are often separated from classroom curricula. In addition, the findings showed that the five school librarians' roles in promoting literacy, comprising leaders, teachers, informant specialists, program administrators, and instructional partners, were also employed by school librarians to promote NML (AASL, 2018).

### Teacher

As a teacher, the school librarians teach NML both directly and indirectly. As mentioned earlier, for instance, David and Adam directly taught the literacy ambassadors and equipped them with material related to NML. It is important to note that establishing literacy ambassadors becomes a strategy to optimize the school librarian's functions, as with limited library staff, they can only teach some students (Moore, 2013; Rahayu et al., 2021). Moreover, the results confirmed that literacy ambassadors could effectively promote NML and library programs, as they could perform peer-teaching functions (Febianti, 2014). It affirms Share's (2009 and Trip's (2011) argumentation that as a media-savvy group, literacy ambassadors can engage and blend naturally with other students since they share and discuss the same digital world (Farmer, 2019; Trip, 2011). Moreover, it supports Stigmar's notion (2016) that as peer tutors, literacy ambassadors can teach general skills to their peers.

On the other hand, the result denotes that the school librarians taught NML indirectly by collaborating with some stakeholders outside schools, such as journalists, police, and local government, by holding literacy events as seminars, workshops, and training. For instance, Adam explained, "We collaborate with some institutions such as journalists, language centres, other schools, and universities to empower students in mitigating hoax or fake news" It positively correlates with Kine et al.'s (2022) finding that seminars and training have positive impacts on improving society's media literacy skills. Interestingly, considering the school librarians and literacy positions in the Indonesian curriculum and the complex mechanisms and regulations in the school settings, the school librarians argued that creativity, innovation, and commitment become effective strategies to teach NML indirectly. This argumentation correlates with Lance and Kachel's (2018) notion that school librarians must perpetually upgrade their competence as literacy educators to address current challenges.

The result also explained that the school librarians upgraded their competence and expanded their connections through collaborations with stakeholders to help their functions as literacy educators. It confirms Merga's (2020) notion that qualified school librarians positively influence students' literacy and academic competence. The results also explained that besides improving professional competence, the school librarians indirectly taught students NML by upgrading the library facilities to attract students' attention and facilitate their interest. In line with preliminary findings (e.g., Merga 2020; Trip, 2011), new media technology, e-library, and digitalization can facilitate youth's needs and improve their interest in reading. Besides, employing the school library as a medium to teach NML aligns with Small's (2014) notion that libraries and librarians become the potential place and figures to upscale students' literacy and academic achievement, as both are flexible in accommodating the experiential learning process.

**Informant specialists.**

Playing a role as informant specialists, school librarians utilize technology to support literacy education by providing them with multi-digital resources (AASL, 2018). Today's students are familiar with multi-information, so school libraries must adapt to this phenomenon (Kine, 2022; Trip, 2011). Following this situation, the school librarians have a strategy to promote NML by providing multiple resources. For instance, Adam explained that he worked collaboratively with school technicians to equip the library with the internet, e-resources, social media, massive open online courses (MOOC), and library applications to attract students' attention and support teachers in learning. He explained, "We put computers, internet, e-resources from all over the world, and massive open online courses (MOOC) to attract students to use the library resources. It affirms Cohen et al.'s (2018) notion that school librarians help students connect with the global community by providing vast resources, enabling students to find new and attractive information relevant to their world.

Similarly, to promote NML, David implemented the concept of an e-library by installing SLiMS application, software to support digital libraries (Akawu et al., 2019) to design an online catalogue and e-resources, create a library's web, and to support the digitalization process. It is in line with Marian's (2020) finding that the current library should be expanded and not be limited to places and collections. In addition, it affirms Wine's (2019) notion that to optimize the function of informant specialists, and school librarians are demanded to perform as technology specialists, meaning that they need to work collaboratively with them to equip the library with new media technology.

**Leader.**

The result showed that as a leader, the school librarians worked collaboratively with all vice principals and teachers to hold routine literacy activities. For instance, Dika, Bagus, David, and Adam promoted NML by collaborating with school stakeholders to conduct literacy activities such as school literacy movements, literacy competitions, and social media content creation. Bagus explained, "We collaborated with preservice teachers to hold a wall-magazine competition under the cyberbullying topic." It positively impacted the student's interest and critical awareness in identifying and using the information in the digital platform. This finding supports Jhonston's (2020) notion that literacy habituation can foster critical literacy competence by empowering students' critical thinking and encouraging their reading interest.

The findings also explained that as a leader, the school librarians built connections with numerous stakeholders outside schools, such as journalists, newspaper editors, police, and local government, to promote NML and upscale students' skills by conducting seminars, workshops, and training concerning fake news and how to mitigate it. They argued that literacy events positively correlated with the student's awareness. It supports Moreillon's (2013) notion that as leaders, school librarians should build vast connections outside schools and continuously upgrade their professionalism. Likewise, the finding supports Abbas et al.'s (2016) notion that seminars or workshops can effectively promote NML in school. Similarly, the result confirms AASL's notion that school librarians can collaboratively work with school stakeholders to promote literacy and continuously accept ideas and constructive feedback from school elements (AASL, 2019).

**Program administrator.**

As program administrators, school librarians facilitate libraries with resources that meet school communities' diverse needs and interests and ensure they can access them (AASL, 2009). In addition, they also have the authority to manage the budget for conducting literacy activities (Moreillon, 2013). Regarding this notion, the result showed that to promote NML, the five school librarians equipped their library with digital technologies, fiction books (printed and e-book), and links to e-resources. They organized school literacy events to attract students to come and access the library. For instance, Bagus explained, "We facilitated library with some facilities, from designing the room to be convenient, adding some facilities that can attract students to come such as computer, internet, novels for youth, and comics." This finding aligns with Trip's (2011) notion that school libraries must evolve to adjust to the current situation as the communities' needs and interests perpetually evolve. However, the school librarians experienced different challenges in modifying their libraries to be relevant to the current situation. The five school librarians often needed more budgets and more attention to literacy. For

instance, Adam explained, "Often library becomes the last alternative for a change. As the principals also have their priorities for their visions." he needed to manage the library's budget independently, as his principal handled the library's spending directly. This finding aligns with Merga's (2020) notion that school librarians' budgets are often cut out and used for other school programs as school stakeholders do not view the library as the centre of knowledge.

The study also showed that each school librarian had different regulations in the budget implementation, even though the national regulation has allocated a library with at least five percent of the total school's budget (Mashuri, 2015). Adam reported that the principal often handled the budget to purchase textbooks instead of fulfilling the student's needs. He explained, "Libraries only have a minimum budget of five percent, and many people don't know it. Suddenly, it is used to buy subject books". Meanwhile, students love and need non-textbook collections, digital technology, and e-resources. The missing budget implementation becomes the primary challenge often faced by school librarians and hinders the library from development as they cannot meet students' interests (LaPierre & Kitzie, 2019; Trip, 2011). This finding confirms Merga's (2020) notion that limited and complex school libraries' budget system adversely impacts the library's development.

### ***Instructional partner.***

As an instructional partner, the school librarians collaborated with teachers to support learning processes like designing instruction, examination, and curriculum (AASL, 2018). The study showed that school librarians supported teachers in learning as instructional partners by facilitating them with new media technology, such as digital technology and e-resources, and working with all stakeholders in the curriculum implementation process (Moreillo, 2013). In line with AASL's (2018) notion, some school librarians collaborated with teachers to support the implementation of project-based learning (PJBL) curriculum. For instance, David worked collaboratively with teachers to design the assessment standard for students' projects as PJBL became the main project of curriculum Merdeka (independent curriculum), assigning students to create a project at the end of the learning process (Fahlevi, 2022). He explained, "we help teachers evaluate student's work in project-based learning, as at the end of learning, each student must create a product." The result showed that school librarians helped teachers to integrate technology into the curriculum by designing online assessments. It affirms Cohen et al.'s (2018) notion that school librarians work collaboratively with teachers to integrate technology, learning outcomes, and e-resources into the curriculum. Accordingly, integrating new technology into the curriculum positively impacts learning outcomes and indirectly educates teachers and students about NML (Subramaniam et al., 2012).

### ***Types of NML***

The results indicated that school librarians conducted literacy activities to promote NML skills. Considering the current students as a media-savvy group, the literacy activities no longer examined the technical dimension of NML but more on the social and cultural aspects of new media technology (Chen et al., 2011). For instance, David and Adam taught the literacy ambassador strategies to discern fake news and hoaxes, creating educative and creative content to combat online bullying rather than teaching them how to operate computers and social media or find information online. David explained, "We collaborated with UM University to socialize anti-bullying, anti-hoax, and everything is documented. We asked all students to gather in the schoolyard and taught them what is called bullying, hoax, and how to identify and prevent hoaxes". He explained that the activity focused on fostering the students' understanding while consuming and producing information on social media platforms, to sceptical and critical when assessing producing media content. Moreover, it supports the preliminary findings that current media literacy studies should focus more on the sociocultural aspects instead of the technological dimension of new media technology (see Hung et al., 2021; Koc & Barut, 2016; Luo et al., 2022; Tutgekin & Koc, 2020; Xiao et al., 2021). However, as the school librarians focused on fostering sociocultural awareness (critical consumption), which is more complex than textual and functional abilities, the functional skills of NML were automatically fostered (Chen et al., 2011; Lin et al., 2013).

The result also showed that by conducting literacy activities (i.e., seminars, competitions, training, and workshops), school librarians fostered students' critical thinking skills in media consumption. As the activities were aimed to enable students to evaluate, synthesize, and analyze the information, they

could foster students' critical consuming (CC) skills. In addition, the result showed that school librarians taught literacy ambassadors how to produce critical and educative content on social media, such as Instagram, TikTok, Facebook, YouTube, and Twitter, to attract and educate other students. For instance, David explained, "Yes, besides creating content containing socialization to peers, students become the first gate for anyone who wants to write and learn the library, they can register to Pustakawan Remaja. So, the students will learn about the library, information technology, and how to write". The school librarian taught literacy ambassadors, namely Pustakawan Remaja (Youth Librarian), how to create creative content on social media and present materials related to literacy at once. Through this activity, the school librarians promoted critical prosuming (CP) skills as the students also learned how to interactively participate and share knowledge involving the social-cultural values of youth to attract their attention (Chen et al., 2011; Lin et al., 2013).

Interestingly, by equipping students with CP skills, school librarians also promoted functional prosuming (FP) skills as the students also learned how to produce, rearrange, mix, and distribute the contents (Chen et al., 2011; Lin et al., 2013). Therefore, considering the literacy activities, the four NML skills consisting of functional consuming (FP), critical consuming (CC), functional prosuming (FP), and critical prosuming were performed by school librarians (Lin et al., 2013). However, CP is not fully reflected in the school librarian's activities, as the content creation did not involve ideology analysis. It confirms Koc and Barut's (2016) finding that critical prosuming (CP) becomes the highest and most complex NML skill.

## CONCLUSION (Cambria 11 Capital Bold)

This study concluded that the school librarians promoted NML directly and indirectly by collaborating with stakeholders inside and outside schools. Inside schools, they worked with all school elements, while outside schools, they collaborated with experts and social elements such as journalists, universities, police, and local governments. Moreover, limited budgets, complex budget mechanisms, and little attention from school elements become challenges they face. To cope with these constraints, they optimized their roles as teachers, leaders, informant specialists, program administrators, and instructional partners in promoting NML. Moreover, looking at the characteristics and aim of literacy activities, school librarians performed four NML skills comprising functional consuming (FP), critical consuming (CC), functional presuming (FP), and critical presuming (CP). Finally, this study affirms that school librarians hold significant roles in educating media literacy in school settings, and NML skills can be promoted. This study might benefit the school librarians in developing their expertise in leading media literacy programs and enhancing the student's new media literacy skills. However, the findings and results might not be used to obtain a generalizable conclusion due to the limited participants and the context. Therefore, future researchers should implement a broader context and various samples to gain more comprehensive data.

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