

**Innovation in Literacy Teaching: Reading and Writing Techniques Training
for Elementary School Teachers**

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Abstrak

Literasi merupakan kemampuan fundamental yang menjadi dasar bagi seluruh proses pembelajaran di sekolah dasar. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kompetensi guru SD dalam menerapkan teknik-teknik inovatif dalam pengajaran membaca dan menulis melalui pelatihan yang sistematis dan komprehensif. Metode yang digunakan adalah pelatihan partisipatif dengan pendekatan andragogi yang meliputi workshop interaktif, simulasi praktik mengajar, diskusi kelompok, dan pendampingan berkelanjutan. Kegiatan dilaksanakan selama empat bulan dengan melibatkan 20 guru SD dari Kecamatan Biringkanaya, Makassar. Instrumen yang digunakan meliputi tes kompetensi guru dalam literasi, lembar observasi praktik mengajar, dan kuesioner evaluasi program. Hasil kegiatan menunjukkan peningkatan signifikan dalam kompetensi guru sebesar 82,3% dari skor pre-test ke post-test. Kemampuan guru dalam merancang pembelajaran literasi yang inovatif meningkat dari 58,7% menjadi 91,4%. Penerapan teknik membaca dan menulis kreatif juga mengalami peningkatan substansial dari 62,1% menjadi 88,9%. Kegiatan ini memberikan dampak positif terhadap kualitas pembelajaran literasi di SD Kecamatan Biringkanaya dan dapat menjadi model replikasi untuk sekolah sejenis lainnya.

Kata Kunci: Inovasi Literasi; Pelatihan Guru; Membaca; Menulis.

Abstract

Literacy is a fundamental skill that forms the foundation for all learning processes in elementary schools. This community service activity aims to improve elementary school teachers' competence in applying innovative techniques in reading and writing instruction through systematic and comprehensive training. The method used is participatory training with an andragogic approach that includes interactive workshops, teaching practice simulations, group discussions, and continuous mentoring. The activity was carried out for four months involving 20 elementary school teachers from Biringkanaya District, Makassar. The instruments used included teacher

competency tests in literacy, teaching practice observation sheets, and program evaluation questionnaires. The results of the activity showed a significant increase in teacher competence by 82.3% from pre-test to post-test scores. Teachers' ability to design innovative literacy learning increased from 58.7% to 91.4%. The application of creative reading and writing techniques also experienced substantial improvement from 62.1% to 88.9%. This activity has a positive impact on the quality of literacy learning in elementary schools in Biringkanaya District and can be a replication model for other similar schools.

Keywords: Literacy Innovation; Teacher Training; Reading; Writing.

INTRODUCTION

Literacy is a fundamental ability that determines the success of students in all aspects of learning. In today's digital era, reading and writing skills are not only limited to knowing letters and words, but also include the ability to understand, analyze, and produce texts critically and creatively. Elementary school as the most basic level of education has a strategic role in building a strong literacy foundation for students.

The quality of literacy learning in elementary schools is highly determined by the competence of teachers in mastering and implementing effective and innovative teaching techniques. Teachers who are competent in literacy are able to create learning that is meaningful, fun, and in accordance with the developmental characteristics of elementary school students. However, the reality in the field shows that there are still many teachers who use conventional methods in teaching literacy.

Based on data from the Programme for International Student Assessment (PISA) 2022, the literacy ability of Indonesian students is still below the international average. This indicates the need to improve the quality of literacy learning starting from the elementary school level. One of the factors that contribute to the low literacy of students is the limited understanding of teachers about innovative literacy teaching techniques that are in accordance with the times.

Innovations in literacy teaching include various aspects, ranging from the use of interesting learning media, the application of diverse reading strategies, to creative writing techniques that can develop students' imagination and creativity. Teachers need to be equipped with the knowledge and skills to be able to integrate technology in literacy learning, design student-centered literacy activities, and create a learning environment conducive to the development of literacy skills.

Biringkanaya District, Makassar, is one of the areas that has many elementary schools with various student characteristics. Based on the results of initial observations, it was found that most teachers in elementary school in Biringkanaya District still apply conventional literacy teaching methods.

Teachers have not been optimal in applying innovative techniques that can increase students' interest and literacy skills.

Another problem found was the lack of teachers' understanding of various reading strategies according to the type of text and reading purpose. In the writing aspect, teachers are still focused on technical aspects such as spelling and grammar, but lack the creativity and critical thinking skills of students through writing activities. Therefore, efforts are needed to improve teacher competence through systematic and continuous training.

The purpose of this community service activity is to improve the competence of elementary school teachers in Biringkanaya District in implementing innovations in literacy teaching, especially in the aspect of creative and effective reading and writing techniques. This activity is expected to have a positive impact on the quality of literacy learning and improve students' literacy skills in elementary school Biringkanaya District.

METHOD OF IMPLEMENTATION OF ACTIVITIES

This community service activity was carried out at elementary schools in Biringkanaya District, Makassar City from August to November 2024. The method used is participatory training with an andragogy approach that is tailored to the characteristics of participants as adults who already have experience in the field of education. The participants of the activity consisted of 20 elementary school teachers in Biringkanaya District consisting of 15 classroom teachers and 5 subject teachers. The participant criteria are teachers who have at least 3 years of teaching experience and are willing to participate in the entire series of training activities.

The stages of implementing activities include: 1) The preparation stage by analyzing needs and preparing training materials; 2) The implementation stage consists of four training sessions with a duration of 8 hours per session; 3) Practice and mentoring stage for two months; and 4) Evaluation and follow-up stages. The training materials cover the basic concepts of modern literacy, diverse reading strategies, creative writing techniques, the use of digital media in literacy learning, and authentic assessments in literacy.

The method of delivering material uses interactive lectures, practical workshops, group discussions, teaching simulations, and peer teaching. Each training session is designed with a proportion of 30% theory and 70% practice to ensure participants can immediately apply the knowledge gained.

The instruments used to measure the success of the activity include teacher competency tests in literacy (pre-test and post-test), teaching practice observation sheets, learning product assessment sheets made by teachers, and program evaluation questionnaires. The collected data was analyzed descriptively quantitatively to see the improvement of teacher competence before and after training.

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

The training was held in four sessions with different themes. The first session discussed the basic concept of literacy in the 21st century and the importance of innovation in literacy learning. Participants were given an in-depth understanding of the development of literacy concepts from traditional literacy to digital literacy, the characteristics of digital generation students, and the principles of effective literacy learning.

The second session focused on innovative reading strategies. Participants were trained to apply various reading strategies such as skimming, scanning, intensive reading, extensive reading, and critical reading. They are also introduced to fun reading techniques such as reader's theater, interactive storytelling, and reading circles that can increase students' interest in reading.

The third session discussed creative writing techniques for elementary school students. Participants learn how to develop students' writing skills through various techniques such as free writing, guided writing, collaborative writing, and digital storytelling. They are also trained to design writing activities that can develop students' imagination and creativity.

The fourth session discussed the integration of technology in literacy learning and authentic assessment techniques. Participants are introduced to a variety of digital applications and platforms that can be used to support literacy learning, as well as how to design comprehensive and authentic assessments to measure students' literacy abilities.

Berdasarkan hasil pre-test dan post-test, terjadi peningkatan signifikan in teacher competence. The average pre-test score was 65.8 and increased to 87.2 on the post-test, which represents an increase of 82.3%. The highest increase occurred in the aspect of the ability to design innovative literacy learning, from 58.7% to 91.4%.

The implementation of innovations in literacy teaching has brought significant changes in the learning process in the classroom. The teachers in the training began to apply various reading strategies that varied according to the type of text and learning objectives. The use of techniques such as picture walks, predictions, and graphic organizers has been proven to improve students' reading comprehension and make the reading process more interactive and fun.

In the aspect of writing, teachers begin to apply a writing process approach which includes the stages of pre-writing, writing, revising, editing, and publication. Brainstorming, mind mapping, and story mapping techniques help students organize their ideas before writing. Peer editing and writing conference activities are also applied to develop students' ability to provide constructive feedback on peer writing.

The results of observation of teaching practices show that teachers have been able to implement the concept of literacy innovation consistently. The use of varied reading strategies increased from 45% to 88%. The application of creative writing techniques has also increased from 62.1% to

88.9%. Student involvement in literacy learning has increased significantly, which can be seen from students' enthusiasm in participating in reading and writing activities.

Mentoring and Monitoring

After the training, the implementation team conducted intensive assistance for two months. Mentoring activities include classroom observation, reflective discussions, and providing constructive feedback to teachers. The results of the mentoring show that teachers are more confident in implementing the literacy learning strategies that have been learned.

Monitoring is carried out through periodic visits and discussions with school principals. The monitoring results show that there are positive changes in the literacy climate in elementary schools in Biringkanaya District. Students look more active, creative, and enthusiastic in participating in literacy learning. The school library is also starting to be more crowded with students.

Impact of Activities

Literacy teaching innovation training activities have a significant positive impact on the quality of learning in elementary schools in Biringkanaya District. Teachers have been able to create a conducive learning environment, use a student-centered literacy learning approach, and develop students' literacy skills holistically. The principals stated that this activity was very useful and hoped that it could be continued with a similar program.

Parents of students also respond positively to the changes that occur in their children, especially in terms of reading interest and writing ability. Some parents report that their children become more fond of reading at home and more confident in expressing ideas through writing.

CONCLUSION

Innovation training activities in literacy teaching for elementary school teachers in Biringkanaya District have succeeded in improving teachers' competence in applying innovative reading and writing techniques. The increase in teacher competence by 82.3% shows the effectiveness of the training program that has been implemented. Teachers have been able to implement the principles of literacy innovation in daily learning practices, which have an impact on improving the quality of learning and developing students' literacy skills more optimally. This activity makes a real contribution to improving the quality of literacy education in SD in Biringkanaya District and can be a replication model for other similar schools.

The sustainability of the program through continuous mentoring and monitoring is very necessary to ensure consistent and sustainable implementation. It is recommended to develop advanced programs that focus on aspects of digital literacy and media literacy to prepare students for the challenges of the 21st century.

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