

## Developing Literacy Skills through Mentoring Management as an Actualization of Children's Potential

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### ABSTRACT

The purpose of this study was to produce a magazine product to inform readers about the method used by SMP Muhammadiyah 1 Jember in developing students' literacy skills, especially work skills that will be displayed in the school bulletin. The method used is science and technology diffusion, which is a program that is carried out by producing a product for the target group. The resulting product is a school bulletin at SMP Muhammadiyah 1 Jember. Education and literacy skills are two important things in life; the progress of a country directly depends on the level of literacy in that environment. This study will describe strategies for improving literacy skills and the results of increasing magazine literacy. By carrying out magazine literacy activities carried out by KKN-Dik students, it is hoped that students will be able to channel their critical thinking skills and be able to communicate well. This can also be expressed through writing, drawing, making a product, or other work.

**Keywords:** Writing, Literacy, Buletin Board, and Student Potential



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## 1. INTRODUCTION

Literacy is a person's ability to process and understand information when they complete the process of reading and writing. Along with the development of literacy, the definition of literacy always evolves over time. While the previous definition of literacy was the ability to read and write, the new definition of literacy now implies a new understanding of literacy interpretation and learning. (Romero & Bobkina, 2021)

The term literacy means understanding, covering, capturing, using, analyzing, and transforming texts. All refer to competencies or skills that are more than just the ability to read and write. Literacy cannot be separated from language. The meaning of literacy is the main gate to developing the meaning of literacy broadly, and the acquisition of literacy is through education. Education and literacy are two important things in life; the progress of a country directly depends on knowledge of these letters. According to Tarwotjo, teachers are expected to be able to carry out their duties properly according to history, according to Wiyanto (2006) in the introduction to his book *Skilled at Writing Sections*, which is a product of literacy activities in the form of writing, namely an intellectual legacy that we did not find in prehistoric times (Lubis, F.K. and Bahri, S., 2021).

The improvement in literacy skills carried out at SMP Muhammadiyah 1 Jember consists of using wall journals (mading), which are carried out by publishing student work once a week or every month. In general, there are three techniques for submitting articles to journals. 1) Reportage, which is a type of writing whose main purpose is to convey information by considering the curiosity of the reader based on complete data and supporting factors, 2) Spot News is the disclosure of something on a task basis; 3) a feature is the disclosure of an event that is expected to have beautiful appeal and be able to captivate readers. The implementation of this technique is adjusted to the topic of the magazine, where the works that can be exhibited are very diverse, such as articles, humor, news, quotes, literary works, and others. (Fahmi, Mujahidin & Rahman, 2021)

He explained that if the wallpaper becomes one of the channels for channeling interest in honing students' writing potential, it is clear that the school in the mind of SMP Muhammadiyah 1 Jember wallpaper has more room to develop students' skills and creativity. Through wall magazines, students' creativity can be developed. The functions of wall magazines include 1) providing information, 2) providing a forum for creativity, 3) growing students' interest in being creative, and 4) providing media to encourage students to read, assess, and respond. In addition, magazines are also a means of teaching and getting used to reading, as well as for presenting writing.

One of the roles of the bulletin board is to actualize the values of character education through understanding and selecting the material presented. To strengthen the implementation of character education, educational units have values that determine national character, which originate from religion, Pancasila, culture, and national education goals. The literacy activities that the author observed during KKN-Dik at SMP Muhammadiyah 1 Jember were not carried out properly; during literacy lessons, there was no homeroom assistance, only a few students read, and other students did not take the initiative to do literacy. It can be seen that there are empty bulletin boards with no work or information attached, and there is a reading corner in the classroom that functions as a center for reading books but is also not used or put to good use. (Hirsh-Pasek, Golinkoff & Fifer, 2022)

This is what causes the author to be interested in conducting research on the development of literacy skills through the management of magazines as an actualization of children's potential. This study will describe strategies for improving literacy skills and the results of increasing magazine literacy. The purpose of this study is to inform the reader about the method used by SMP Muhammadiyah 1 Jember in developing students' literacy skills, especially magazine skills.

## **2. RESEARCH METHOD**

This study uses the science and technology diffusion method. This method is a program that is carried out by producing a product for the target group. The resulting product is a school bulletin board. The target audience of the school bulletin is all students of SMP Muhammadiyah 1 Jember as a medium for developing a school literacy culture and training student creativity. (Xing & Chang, 2021)

The steps that the author carried out in this study consisted of three stages: first, in the pre-field stage, the author compiled a design of activities carried out during the research, namely in the form of a series of activities that would be carried out in the research, and he observed problems regarding the literacy culture found in SMP Muhammadiyah 1 Jember. In the second stage of field work, the authors prepared themselves and everything needed to carry out literacy activities in the school bulletin, entered the field, participated while collecting data, and played a direct role in the creation of the school bulletin. The three stages of data analysis, namely analyzing the results of making school bulletins that have been carried out. (Becker & Sylvan, 2021)

## **3. RESULTS AND DISCUSSION**

Implementation of literacy that is held in schools refers to Minister of Education and Culture Number 23 of 2015 concerning the Growth of character. In accordance with the results of KKN\_Dik student research conducted at SMP Muhammadiyah 1 Jember, Patrang sub-district, Jember district, East Java. Of course, there is a program strategy that is implemented at SMP Muhammadiyah 1 Jember to improve literacy skills. As obtained from the results of interviews delivered by the Principal and several teachers. Apart from that, to strengthen the interview data, the researcher also made observations and studied documents.

Efforts made by SMP Muhammadiyah 1 Jember to re-grow students' reading and writing culture through the implementation of programs supporting a literacy culture in schools whose principle is balanced and developmentally appropriate student reading competence. Officially implementing school literacy at Muhammadiyah 1 Jember Middle School will start in 2022. This implementation is in accordance with the School Literacy Movement (GLS) launched by the Ministry of Education and Culture through Permendikbud Number 23 of 2015. The initial implementation of GLS is in the form of student reading activities for 25 minutes at the beginning of learning. The implementation is carried out once a week on Fridays by the homeroom teacher and students by carrying out fun activities, namely, getting

used to reading non-text books at the beginning of learning, having students tell stories in front of the class, and having teachers provide learning motivation so they can develop their various potentials. However, currently, literacy skills in SMP Muhammadiyah 1 Jember are not high.

The literacy activities that the author observed during KKN-Dik were not carried out properly; during literacy lessons, there was no homeroom assistance, only a few students read, and other students did not take the initiative to do literacy. It can be seen that there is a reading corner in the class that functions as a center for reading books, both text and non-text books. As a place to accommodate books, there is a table that is placed in the corner of the room. What is provided by the school to support students' literacy interests is also not used or put to good use.



**Figure 1**

#### **Madding literacy at SMP Muhammadiyah 1 Jember**

One of the strategies used and in development for improving literacy skills is to get children used to making writing, which can later be printed into a literacy product that will be displayed on wall magazines (mading). During literacy hours, you can collect student work to be exhibited in the bulletin. Approximately one semester or two semesters by each teacher in each class coordinate. Then it was re-selected to be able to be posted on bulletin boards and distributed among the students themselves. Referring to the results of the research, the strategy for improving literacy skills at SMP Muhammadiyah 1 Jember is appropriate as described by Widarti (2016) regarding the stages in implementing literacy. The stages of implementation for improving literacy skills through bulletin boards include

1. Habituation of fun student reading activities in the school ecosystem. This stage is reflected in the literacy improvement program strategy as follows:
  - a. Ask students to look at children's story books with lots of pictures.
  - b. Get used to reading before entering school, reading non-text books.
2. Development of interest in reading to improve literacy skills.
3. The habit of writing a work by students is expected to increase literacy

The school wall magazine is a wall magazine that applies to all school members. Usually the management of the school wall magazine comes from a team of Muhammadiyah Student Association (IPM) administrators accompanied by a mentor teacher who is competent in his field. However, in the management of the Mading in SMP Muhammadiyah 1 Jember, this is the first time it has been implemented by KKN-Dik students so that the implementation of literacy using the bulletin cannot run smoothly due to adjustments in literacy hours and students.



**Figure 2**

#### **Madding literacy at SMP Muhammadiyah 1 Jember**

The management of the magazines carried out at Muhammadiyah 1 Jember Middle School is carried out by writing works such as short stories, poetry, rhymes, quotes, and so on. The writing of a work is done by students individually in every literacy hour on Friday. Then the work can be submitted

to class representatives or directly to KKN-Dik students, and these works will be assessed and selected according to the specified criteria:

1. Neatness, cleanliness and beauty of writing grammar
2. Creativity writing
3. Grammar

Because the elements involved in it are quite a lot, in an effort to prepare wall magazines, management also covers things outside the wall magazine itself. The field of magazines as an embodiment of the results of integrated multi-sector cooperation can be realized. Cooperation in managing a magazine is a must. With good cooperation between various related factors, namely the school, teachers, and students of Muhammadiyah 1 Jember Middle School and KKN-Dik students, it is hoped that this will produce high-quality magazine offerings.

The results of the study show that there are several things that become obstacles to improving school literacy skills at SMP Muhammadiyah 1 Jember. First, schools are still constrained by reading books to support student literacy, especially the books in the reading corner in each class. The second obstacle is the ability and willingness of the homeroom teacher. In terms of willingness, it is found that not all homeroom teachers actually direct and guide their students to improve literacy skills and produce student work. In terms of ability, there are still some teachers who lack literacy skills. Likewise, the obstacles experienced by students, namely laziness and boredom, The next obstacle is the absence of a special budget from schools to support literacy skills improvement, especially in carrying out the management of Islamic magazines managed by the Muhammadiyah student association, SMP Muhammadiyah 1 Jember.

The obstacles experienced by schools in improving literacy skills have some similarities with previous research conducted by Coal. There are obstacles to implementing the literacy movement based on research conducted by Batubara (2014), including:

1. Low awareness of teachers
2. The number of suitable children's reading books is difficult to determine
3. The teacher is lazy to read
4. The teacher does not understand the implementation of literacy generation
5. Schools lack funds.

Based on the KKN-Dik student study, there are several strategic obstacles to increasing literacy in SMP Muhammadiyah 1 Jember, including: (1) buying non-text reading books; (2) teachers' reading skills are still low; (3) students' interest in reading skills is low; (4) limited funds; (5) limited library facilities; and (6) no special staff as librarians.

The problem with bulletin literacy that KKN-Dik students experience at SMP Muhammadiyah 1 Jember is that in literacy activities it takes quite a long time to make a work; there are students who do not play an active role in making wall magazines, while literacy hours at school are minimal, namely 25 minutes before prayer. Dhuha, who at that time was a KKN-Dik student, felt that it was not enough to make a living. This obstacle becomes a reference for students because of the lack of use of literacy hours at school. For the posting of student literacy works on bulletin boards, it is only done by KKN-Dik students; the role of IPM participation in magazine literacy is also very small.

It can encourage students to be more creative and motivate each other through these magazines, so that the management of the magazines, which were initially neglected, becomes part of the work of SMP Muhammadiyah 1 Jember students.



**Figure 3**  
**Student work results**

By carrying out magazine literacy activities, students are expected to be able to develop critical thinking skills and be able to communicate well. Which can also be stated in writing, drawing, making a product, or other work.

#### 4. CONCLUSION

Based on the conclusion of the activities carried out by Muhammadiyah 1 Jember Middle School to regenerate a literacy culture for students by implementing a reading and writing habituation program at school with the principle of literacy that is balanced and in accordance with the development of students, The implementation of magazine literacy is carried out once a week on Fridays by the homeroom teacher and students by carrying out fun activities, namely, getting used to reading non-text books at the beginning of learning, students telling stories in front of the class, and teachers providing learning motivation so they can develop their full potential. diverse.

With good cooperation between various related factors, namely the school, teachers, and students of Muhammadiyah 1 Jember Middle School and KKN-Dik students, it is hoped that this will produce high-quality magazine offerings. Can increase students creativity and motivate each other through these magazines so that the management of the magazines, which were initially neglected, becomes used with the work of SMP Muhammadiyah 1 Jember students.

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