

## Improving Literacy Learning and School Library Management Through a Smart Literacy System for Kids at SDN Demaan

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### ABSTRACT

Improving students' literacy skills is a key step toward achieving quality education. However, the implementation of literacy learning in elementary schools is not yet fully optimal, and the library's supporting resources have not been utilized effectively. As a result, students' literacy skills remain low. This situation is evident at SDN Demaan Jepara, which is a partner in this PKM activity. The aim of this PKM is to enhance teacher competency in developing student literacy skills and managing the library at SDN Demaan Jepara. The PKM activity employs a service-learning method, which includes stages of socialization, training, mentoring, and reflective evaluation of activities. It begins with an analysis of partner needs through observation and interviews. The targets of this PKM are the school principal, teachers, and education staff at SDN Demaan, totaling 20 participants. The results of this PKM show that the activity contributed to insights into differentiated literacy learning innovations, achieving a success rate of 90%. The program also positively impacted the skills of SDN Demaan Jepara teachers in using technology to enhance student literacy learning and in providing varied digital-based learning resources, with a success rate of 88%. Additionally, the 'Smart Literacy for Kids' application developed by the Service Team helps partners implement innovative literacy learning and effective library management, achieving a success rate of 88%. Therefore, this training and mentoring activity can positively affect the competency and creativity of the partners

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## INTRODUCTION

Literacy learning in primary schools is very important to help students develop basic reading, writing and speaking skills in order to think critically (Destrinelli, 2020), 2020) and creatively (Susanti, 2022). Improving literacy skills is also a key step in achieving the goal of quality education (Setiani, 2023) and better quality education (Kurniawan, 2023). However, the implementation of literacy learning in primary schools has not been fully optimized, leading to low literacy skills among students. This is the case at Demaan Jepara Primary School. According to the 2024 education report card, the school is ranked in the lower-middle tier within Jepara district, with an achievement rate of 61-80% in the quality of learning aspect. Meanwhile, students' literacy skills were ranked in the middle tier of Jepara district, at 41-60%.

Students' formative assessment scores in literacy learning across subjects also show minimal results. Given this situation, there is a need for stimulation and support systems to enhance literacy skills, including creating a text-rich environment by utilizing the school library as a provider of innovative literacy learning resources (Mujahidin, 2022). Based on interviews with the principal of the partner school, several factors contribute to students' low literacy skills: 1) the reading corner program has not been implemented in classrooms, resulting in a less-than-optimal text-rich environment at the school; 2) library management is not optimized as a literacy learning resource, leading to low student interest in visiting the library and engaging in literacy activities; and 3) teachers have not yet been able to introduce innovations in the literacy learning process. Therefore, the community service team has partnered with Demaan Primary School to help address these issues.

Based on the situation analysis, the implementation of literacy learning in partner schools remains limited. The supporting resources for literacy learning have not been utilized optimally by the partners. The Ministry of Education and Culture's guidelines for strengthening student literacy in schools emphasize the need for developing a text-rich environment, such as creating creative and comfortable reading corners. Strengthening the academic environment includes collaboration between teachers and librarians to ensure the availability of well-curated reading materials appropriate for different levels, employing varied reading instruction methods, optimizing the use of non-textbook resources, and encouraging the development of speaking, listening, reading, and writing skills through various methods and media, including both print and digital formats (Kemendikbud, 2021). However, all of this has not been able to be implemented by partners.

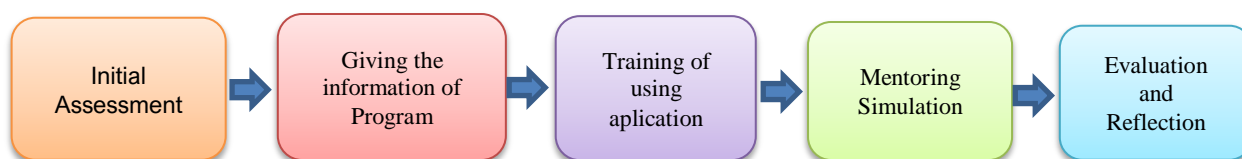
Partner challenges may require the empowerment and assistance of teachers and educational personnel in partner schools to improve the quality of literacy learning and ensure that school library management can be effectively managed as a literacy learning resource. In line with the focus of this service on information and communication technology, the Smart Literacy for Kids application is introduced as a bridge connecting literacy learning resources in the library with the classroom. Additionally, teachers have the opportunity to share digital learning materials, such as e-books, e-comics, and e-modules, which students can access anytime and anywhere via Android phones or laptops/computers. Meanwhile, school library management is supported by interactive touchscreen digital technology tools, which can be used for visitor attendance and book borrowing. This enables teachers and principals to monitor student engagement in literacy activities in the library. The implementation of this literacy learning innovation is expected to enhance the partner school's education report card in the following year, particularly in the aspects of student literacy skills and learning quality. This aligns with the partners' expectations, recognizing that literacy plays a crucial role in human development. With strong literacy skills, the quality of education will also improve.

Based on the partners' priority problems, the proposing team offers a solution through the Smart Literacy for Kids application. This application is designed to provide access to literacy learning resources for school community members, including principals, teachers, educators, and students. The Smart Literacy for Kids application can be accessed online via computers, laptops, or Android devices, allowing for flexible use. It

aims to enhance accessibility and speed in finding information, facilitate literacy learning, and enrich students' learning experiences (Danang & Sabila, 2022; Hamidaturrohmah, 2024; Nurhabibah, 2023). In line with the development of the era and building students' skills in digital literacy as a skill that must be possessed by the 21st century generation (Hamidaturrohmah, 2023; Mardhiyah, 2021).

## METHOD

The community partnership empowerment method implemented in this service uses a service learning approach. This service-based learning approach is a form of education that integrates academic goals with efforts to foster awareness to solve problems directly in society (Losada, 2021). This community service activity is in the form of providing services to teachers at SDN Demaan to increase competence in improving student literacy learning and library management at SDN Demaan. The technical implementation of this community partnership empowerment activity consists of 4 stages, namely 1) socialisation of service activities, 2) training, 3) mentoring, 4) evaluation and reflection of activities.



**FIGURE 1.** Stages of the Community Partnership Empowerment Activity Process

The first stage is the socialization of the service activity program, which begins with an initial assessment to gauge the teachers' understanding of innovating literacy learning and library management. This stage also involves reaching an agreement on the training and mentoring schedule, allowing partners to prepare adequately for the success of the activity. The second stage involves training for the 20 participants, including principals, teachers, and educational staff. This training utilizes brainstorming, demonstration, and simulation methods. The training programs provided to partners include: a) training on differentiated literacy learning innovation and the revitalization of literacy learning resources, and b) training on smart systems, including an introduction to the Smart Literacy for Kids application as a tool for literacy learning innovation and access to literacy learning resources, as well as training on the interactive touchscreen digital tool menu for library management.

The third stage involves assistance provided by the service implementation team, supporting partners in direct practice, both individually and in groups. This service activity includes three types of assistance: a) assistance in simulating the creation of digital learning resources, b) assistance in using the Smart Literacy for Kids application, and c) assistance in utilizing interactive touchscreen digital technology tools. The fourth stage is evaluation, conducted by the service team and all training participants through Focus Group Discussions and the distribution of questionnaires to partners. Additionally, the evaluation of program implementation is aligned with the output targets, internal monitoring and evaluation (monev) of Unisnu Jepara, and external monev of DRTPM to determine the program's success and the mandatory outcomes of the service program. The evaluated aspects include improving partners' skills in innovating literacy learning and enhancing their abilities in school library management.

## RESULT AND DISCUSSION

This community partnership empowerment programme is a concrete action implemented based on the results of the partner needs analysis at SDN Demaan Jepara. This school still faces several problems, including aspects of literacy learning in the form of a lack of innovative reading strategies and no development of a text-rich environment that supports student literacy learning. Meanwhile, the library

management aspect is not running optimally so that the strengthening of student literacy through the library and the visit programme does not run optimally. In addition, the provision of literacy learning resources in the library is not integrated with the classroom. Therefore, a support system is needed for teachers at Demaan Jepara primary school to improve their creativity and competence in developing innovative programmes for literacy learning and effective school library management. One way this can be done is through training and application assistance. This is in line with several research results that show the effectiveness of digital technology in improving students' skills in conducting literacy learning and effective in library management (Badruzzaman, 2023; Rafi, M., JianMing, 2019).

On this basis, this community partnership empowerment activity was carried out to facilitate Demaan Jepara primary school teachers in building creativity to be able to innovate literacy learning and effective library management through digital technology. This technology is used as an educational tool for students to be interested in literacy learning and the presence of a library that supports the fulfilment of learning resources according to student needs. This empowerment program was realised by the Pengabdi Team who also acted as facilitators in training and mentoring activities.

The implementation team of this community partnership empowerment activity consisted of 5 people, namely 3 lecturers and 2 students from the PGSD Study Program, FTIK Unisnu Jepara and the Information Systems Study Program, Faculty of Science and Technology Unisnu Jepara. This activity involved teachers from SDN Demaan Jepara. This PKM program includes several stages, namely observation and interviews for partner needs analysis, socialisation stage, training stage, mentoring stage, and program evaluation stage. As several research results show that training and mentoring programmes have a significant influence in improving teacher competence. Thus, it can be concluded that the better the education and training programme, the higher the quality of teacher competence. Schools are expected to increase the effectiveness of the implementation of education and training programmes so that teacher competencies develop better (Jentsch, 2022). The following is a technical explanation of the implementation of this community partnership empowerment activity.

First, an interview with the partner, namely Mrs Ida Zubaidah as the Principal of Demaan Jepara Elementary School related to partner needs. In addition, observation and document analysis of Demaan Jepara Elementary School activities were also carried out to provide an in-depth understanding to the service team regarding the priority needs of current partners that need to be met. This activity was carried out in March 2024 as the first step in finding several problems that occur at Demaan Jepara Primary School, including aspects of literacy learning that are still limited to reading strategies together without using other strategies including digital literacy strategies and there is no development of a text-rich environment that supports literacy learning. In addition, the library management aspect is not running optimally so that strengthening student literacy through the library and visiting programmes does not run optimally. In addition, the provision of literacy learning resources in the library is not integrated with classes.



**FIGURE 2.** Interview of need analysis

The solution is a community partnership empowerment activity for teachers at SDN Demaan Jepara with a focus on improving student literacy learning and effective school library management through the smart literacy for kids application. Through this application, teachers, education personnel, students, parents, and school principals can access available learning resources so that each other can support students in the process of implementing literacy learning.

Second, the socialization stage of the service program focused on differentiated literacy learning innovations based on digital technology. This activity was highly successful, as the participants enthusiastically engaged from start to finish. The session provided substantial inspiration for implementing innovative literacy learning and creating a diverse, text-rich environment that can attract students' interest in reading. The socialization was conducted by the Service Team, who also provided motivation for teachers to continually innovate. During the question-and-answer session, several participants asked questions. The socialization activity proceeded smoothly, with positive responses from the participants regarding the material presented. Teachers also shared information related to students' literacy development and exchanged ideas with one another.



**FIGURE 3.** Giving the information about PKM

Third, the training phase consisted of two sessions. First, training on differentiated literacy learning innovation and revitalising literacy learning resources. Secondly, the smart system training includes training on the introduction of the smart literacy for kids application as a means of literacy learning innovation and access to literacy learning resources and training on the introduction of the digital interactive touchscreen tool menu for library management. In the training activities, teachers actively interacted with each other and shared related literacy learning programmes and library management that had been carried out by the school. In addition, in the first training, facilitators from the service team also provided many examples of innovation in creating digital learning resources through Canva in the form of posters, illustrated stories, comics that could later be used by students through the smart literacy for kids application. The second training on the use of the smart literacy for kids application was delivered directly by the service team. In this training, teachers actively participated and directly simulated the practice of opening the application by creating their respective accounts. The following is documentation of the Team's activities with partners in the PKM training.



**FIGURE 4.** Training on learning resource innovation for literacy learning



**FIGURE 5.** Training on the use of the Smart literacy for kids application

The fourth stage involves assisting teachers with simulation activities related to creating digital learning resources for literacy education. This assistance begins with the team providing tutorials on how to create learning resources, such as comics, picture stories, or posters, using the Canva application. The material is tailored to the needs of each class teacher. During this stage, partners practice creating innovative learning media through Canva, which can later be used as learning resources in student literacy education. The team then offers positive feedback to help teachers develop varied and engaging learning media to capture students' interest in literacy.

Once the teachers' work is completed, the second part of the assistance focuses on using the Smart Literacy for Kids application. Teachers, library staff, and principals are guided to access their accounts created during the training, upload the learning resources made with Canva, and simulate the use of features such as the loan menu and reflection menu within the Smart Literacy for Kids application. Teachers also practice using the application as students to reflect on the assignments given. This hands-on experience ensures that the benefits and functionality of the Smart Literacy for Kids application are directly experienced by the school. This aligns with findings from several studies indicating that training support and mentoring are crucial and positively impact teacher performance and the quality of learning (Audah, 2020; Suryaningrum, 2023).

This mentoring activity is very appropriate as a form of joint collaboration in realising quality and qualified human resources in all fields. In addition, this mentoring also functions to increase the competence and creativity of teachers and education personnel in presenting innovative text-rich environments and varied learning resources that can stimulate students' interest in reading, writing and literacy activities.



**FIGURE 6.** Assistance in simulating the creation of digital literacy learning resources



**FIGURE 7.** Assistance in using the smart literacy for kids app

Some of the supporting factors for this PKM activity include: 1) the principal and teachers of SDN Demaan Jepara fully support the implementation of this community partnership empowerment activity by providing necessary infrastructure such as training venues, laptops, projectors, microphones, sound systems, and classrooms; and 2) each teacher is willing and eager to acquire information and knowledge about differentiated literacy learning innovations, library management, and the presentation of varied learning resources. Following the mentoring activities, an evaluation of the program's implementation will be conducted by the service team to provide feedback on the quality of the literacy learning innovations and library management. The results of this community partnership empowerment activity are expected to contribute to improving students' literacy skills. Additionally, the use of engaging materials can help teachers attract students' interest in learning. The service team also aimed to motivate teachers at SDN Demaan Jepara to continually develop creative and innovative learning resources to enhance students' engagement in literacy activities. The percentage of achievements based on the questionnaires distributed during the evaluation stage is detailed in Table 1 below:

**TABLE 1.** Evaluation Results of PKM Activities at Demaan Jepara Primary School

No.	Aspect	Achievement
1.	Increased knowledge of differentiated literacy learning innovations	90%
2.	Understanding the importance of presenting a text-rich environment according to students' needs in primary schools	88%
3.	Teachers' understanding of improving students' literacy skills according to the needs of students in the digital era	88%
4.	Usefulness in providing insights related to effective school library management	90%
5.	Understanding literacy improvement through the smart literacy for kids app	88%
6.	Motivation and support system for teachers to enthusiastically assist students to improve literacy skills	84%
7.	Skill in creating varied learning resources	86%
8.	Teachers' skills in implementing literacy learning using smart literacy for kids application technology	88%
9.	Material delivery is easy to understand	92%
10.	Partner Satisfaction in the Team Service	92%

Table 1 shows that the knowledge of differentiated literacy learning innovations among SDN Demaan Jepara teachers is very good following the training and collaborative sharing. This is evidenced by an evaluation score indicating that 90% of partners have demonstrated an increased understanding of literacy learning innovations that meet students' needs. Additionally, the aspect of understanding the importance of creating a text-rich environment tailored to elementary school students' needs received an 88% increase among respondents. This indicates that the PKM program has successfully provided partners with insights into innovating literacy learning through the creation of a text-rich environment that aligns with students' needs. Teachers' understanding of how to present a text-rich environment and differentiated literacy learning innovations is crucial for improving the implementation of literacy learning in schools and having a positive impact (Madu, 2022, Setyo, 2024).

Third, the aspect of usefulness. This PKM provides an understanding for teachers in improving students' literacy skills according to the needs of students in the digital era, with a result of 88%. This shows the usefulness of this PKM in providing teachers' understanding in planning lessons that are integrated with stunting prevention. Fourth, the aspect of usefulness in providing insight into effective school library management obtained a percentage of 90% of participants increasing their insight. From these results it can be seen that this community partnership empowerment activity provides benefits for teachers to provide insights related to improving student literacy skills as needed in today's digital era and effective library management so that it can be utilised properly.

Fifth, the aspect of understanding literacy improvement through the smart literacy for kids application obtained a result of 88%. This shows that PKM activities contribute positively to increasing teacher creativity in presenting innovative literacy learning according to the current digital era. In line with several research results which show that teachers who are creative in teaching and love to innovate can increase student learning motivation (Ali, S., & Khan, 2021; Zhao, L., & Wang, 2023).

Sixth, this PKM activity can provide motivation for teachers to enthusiastically assist children in improving literacy skills, reaching a percentage of 84%. While the aspect of partner skills in making varied learning resources obtained 86%. This means that this training and mentoring can improve the skills of Demaan Jepara primary school teachers in literacy learning innovation. Meanwhile, the aspect of material delivery from the service team obtained a result of 92%. This shows that the material presented is very acceptable and well understood by the partners. In the service aspect, the service team during this community partnership empowerment activity obtained a result of 92%. This shows that the quality of service for the implementation of PKM activities is very satisfying for partners of SDN Demaan Jepara, even the school asked for assistance in the sustainability of the parent education programme.

Based on the questionnaire results, it can be concluded that the training and mentoring have been highly beneficial, motivating teachers at SDN Demaan Jepara to innovate differentiated literacy learning tailored to student needs in today's digital era using the Smart Literacy for Kids application. Additionally, this PKM has helped improve the partners' skills in creating and presenting innovative learning resources and in managing the library effectively. Furthermore, the Smart Literacy for Kids application developed by the Pengabdian Team facilitates the presentation of innovative learning that stimulates students' literacy skills. The SDN Demaan Jepara partners are also committed to using the Smart Literacy for Kids application to enhance students' literacy skills and to collaborate with parents in supporting students' learning at home.

In line with Smith's findings, teacher creativity in learning can improve students' literacy skills (Smith, J., & Brown, 2022). For this reason, every teacher can improve their knowledge and skills in managing literacy learning and presenting text-rich environments and innovative learning resources to attract students' interest in learning literacy. Meanwhile, Johnson said that technology applications can help improve library management in the school environment, providing tangible benefits in daily operations and the quality of library services (Johnson, L., & Thompson, 2020).

Based on this, the community partnership empowerment activity has made a positive contribution to the teachers at Demaan Jepara Elementary School by enhancing their creativity through innovations in presenting differentiated literacy learning tailored to student needs in the digital era, utilizing the Smart Literacy for Kids application. Additionally, the training and mentoring provided by the service team have increased the motivation and optimism of the teachers at Demaan Jepara Elementary School, encouraging them to work and innovate. Overall, the results of this PKM program have improved the competence and skills of the teachers, enabling them to implement learning programs that effectively stimulate students' literacy skills.

## CONCLUSION

The conclusions of the community empowerment program can be summarized in three main points. First, this PKM program has significantly expanded partners' insights into differentiated literacy learning innovations, achieving a result of 90%. Second, the program has positively impacted the skills of teachers at Demaan Jepara Primary School in utilizing technology to enhance student literacy learning and present innovative resources, with a success rate of 88%. Third, the Smart Literacy for Kids application developed by the Service Team has effectively assisted partners in implementing literacy learning and managing the library, also with a success rate of 88%. Consequently, the benefits of this PKM program have had a tangible impact on the partners. Efforts to improve students' literacy skills should continue to evolve through various



school program innovations to ensure that the Indonesian generation grows up to be literate, intelligent, and well-rounded.

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