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Assistance in Compiling Literacy Reading Materials with the Theme "Ecoliteracy-Pesantren" for the SDIT AN-Najah Teacher Group

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Abstract

This community service initiative supports the National Literacy Movement by offering practical solutions to on-site literacy issues, particularly at SDIT AN-Najah, a school that has yet to implement the School Literacy Movement (GLS). The program aims to enhance the production of literacy reading materials, improve students' literacy skills, especially in reflecting spiritual and environmental values and strengthen the quality of human resources (teachers) at SDIT AN-Najah. Using the Participatory Action Research (PAR) method, the program was implemented through three stages: pre-service observation, participatory mapping, and strategy development. The initiative resulted in two main outcomes. First, the creation of 20 eco-pesantren-themed literacy texts, written by teachers and developed through training, guided writing, Canva editing, and digital publishing using Flutterflow. Second, improved teacher competence in developing literacy materials, achieved through socialization, training (using the JPIKiR method), and mentoring. A key novelty of this program is the integration of ecological themes with Islamic values, embedding environmental awareness within the framework of Islamic character education.

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INTRODUCTION

This training is a concrete activity for the development of national literacy. According to Ibrahim et al. (2017), the national literacy movement has three specific characteristics: emphasizing the concept of basic literacy, achieving competency, and building character. Literacy issues in Indonesia are a fundamental concern. It ranks in the bottom two in the development of the literacy movement because Indonesian people's reading interest is only 0.001%, or 1:1000 (Kementerian Komunikasi dan Digital, 2020). This is reinforced by previous results from a national survey of the Community Literacy Development Index (IPLM), which recorded a score of only 12.93 (Pusat Analisis Perpustakaan dan Pengembangan Budaya Baca, 2020). Based on the presentation of this phenomenon, literacy is an important concern for supporting national development in the field of Human Resources (HR).

Based on comprehensive observations, SDIT AN-Najah has not implemented the school literacy movement (GLS). In addition, reading materials, as a supporting aspect of literacy, are not readily available because there are fewer than 100 reading books. This phenomenon is an objective condition and evidence of unequal literacy services, as library services reached only 0.2402 in Sampang Regency (Badan Pusat Statistik Provinsi Jawa Timur, 2024). Based on the official appointment decree, SDIT An-Najah has 10 active teachers, of whom 90% hold senior secondary-level educational qualifications (SMA/SMK/MA). In addition, the teachers at SDIT An-Najah have never received training in developing literacy reading materials. These two factors contribute to teachers' limited capacity to create literacy reading materials. This finding is supported by the study by Ekowati et al. (2019), which identified a lack of teacher training in literacy as one of the primary obstacles to implementing literacy movement programs.

Another phenomenon shows that SDIT AN-Najah possesses ecological potential and spiritual values. Based on spatial elements, SDIT AN-Najah has a difunctional land, so it requires environmentally friendly ecological reactivity according to Vogel's concept (Lumsden, 2023). Furthermore, Islamic

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values are developing rapidly within the institution because the implementation of learning at SDIT AN-Najah integrates Islamic boarding school culture as the primary benchmark. It means that the concept of culture is interpreted as a social culture that becomes a belief in the formation of individual personality (Osborne & Rose, 2024). The ecological and cultural potential of Islamic boarding schools serves as the foundation for developing training materials rich in ecological and Islamic boarding school concepts. The development of Islamic boarding school culture is not limited to the symbolic preservation of Islamic values. Still, it is part of a distinctive identity that distinguishes it from general educational institutions (Hadi, 2021). In addition, according to Stucky & Gardner (2022), ecological factors support increases in individual religiosity values.

Based on the description above, SDIT An-Najah has four distinctive characteristics. *First,* SDIT An-Najah is a private elementary school in Sampang Regency with 10 teachers; however, none of them have received training in developing literacy reading materials. *Second,* the school has not yet implemented the School Literacy Movement (Gerakan Literasi Sekolah/GLS). *Third,* from a spatial perspective, several areas within SDIT An-Najah are not ecologically productive, including the parking area, the mosque grounds, and the front section of the school, as illustrated in the following link (https://bit.ly/4vfH6aj). *Fourth*, SDIT An-Najah is an educational institution that upholds Islamic values by integrating pesantren culture into its teaching and learning activities.

Based on the profile of SDIT An-Najah, two main issues have been identified within the institution. *First,* teachers are limited in their ability to develop reading materials. *Second,* literacy reading materials are limited, especially those that integrate ecological aspects and Islamic boarding school cultural concepts. Two solutions were developed in this community service program. *First,* training is provided for teachers at SDIT An-Najah on the development and writing of literacy reading materials. *Second,* mentoring is provided in the development of literacy reading materials that integrate ecological aspects and the cultural values of the *pesantren* tradition. These two solutions are implemented using the Participatory Action Research (PAR) method, particularly during the formulation of community service strategies. According to Affandi et al. (2022), the PAR method focuses on community empowerment and consists of three main stages: pre-service observation, participatory mapping, and the formulation of community service strategies.

This community service program has two main objectives. *First,* it is significant because it supports the implementation of Sustainable Development Goal (SDG) 4, which promotes quality education, and Asta Cita Point 4, which emphasizes human resource development. Specifically, this program contributes to advancing quality education by enabling teachers to develop reading materials to support literacy for students at SDIT An-Najah. In addition, it serves as a means of human resource development by providing training for SDIT An-Najah teachers in preparing literacy reading materials. *Second,* this program is significant because it supports SDG 15, which focuses on terrestrial ecosystems, and Asta Cita Point 15, which emphasizes environmental harmony and sustainability. This objective is achieved by developing literacy reading materials that integrate ecological (environmental) aspects with Islamic boarding school (pesantren) values, serving as a contextual characteristic of the learning environment at SDIT An-Najah. Consequently, this program is expected to produce several outcomes, including increased availability and productivity of literacy reading materials for students, enhanced literacy skills, particularly in reflecting Islamic spiritual values and environmental awareness and improved human resource quality among teachers at SDIT An-Najah.

MATERIALS AND METHODS

This section contains a description of the materials and methods used in this community service activity. The following describes these materials and methods.

Materials

The materials used to support the service activities were divided into five types. First, an Asus laptop was used to create and display the materials connected to a projector. Second, an Epson projector was used to display the training materials, ensuring they were accessible to all teachers targeted for the service activities. Third, a PowerPoint application was used to create the training materials. Fourth, HVS paper and pens were used to write the teachers' literacy reading materials. Fifth, a Canva application was used to add visual touches or edit the font type and size of the literacy reading materials created by the teachers. Sixth, a Flutter flow application was used for application development.

Methods

The Participatory Action Research (PAR) method was used in this community service activity. The PAR method is a community service method that focuses on community empowerment, thus striving to develop community independence. In this community service (Affandi et al., 2022).

Pre-Service Observation

This stage serves to identify existing issues at SDIT AN-Najah, particularly those related to literacy. These

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issues were identified through observation and interview techniques. Observation was conducted through environmental observations. Interviews were conducted by asking questions to informants or the Principal of SDIT AN-Najah. The following instruments are used for observation and interview techniques.

Table 1. Observation instrument

No	Observation Aspects	Indicators
1	Ecologist	Environmental conditions (plant arrangement and utilization of empty land) in the school environment
		Natural conditions (potential natural beauty) around the school environment
		Environmental cleanliness (completeness of school cleaning equipment, condition of classrooms, condition of toilets)
2	Pesantren Culture	Worship that becomes a habit for students to implement in the school environment
		School regulations for implementing Islamic law
		How students dress
		How the students behave
		Providing material about Islam

Table 1 presents the mapping of observation materials at SDIT An-Najah. The table is used to record phenomena related to ecological aspects and *pesantren* cultural practices existing within the school environment.

Table 2. Interview guidelines

No	List of Questions
1	Has SDIT AN-Najah implemented a school literacy movement?
2	How many reading books does SDIT AN-Najah have?
3	Is there a special room for reading activities for students?
4	Have teachers ever attended training on literacy?
5	What is the unique potential of SDIT AN-Najah?

Table 2 presents the list of questions to be used during interviews with the informants. The table was designed to collect the data required for the community service program while minimizing the risk of biased responses from informants.

Participatory Mapping

Participatory mapping is a stage of the PAR method that involves mapping the problems faced by the community as the target of community service (Affandi et al., 2022). This stage is a continuation of the pre-service observation stage. At this stage, problem mapping is based on conclusions drawn from the application of observation and interview techniques. Based on the observations and interviews, SDIT AN-Najah has never implemented a school literacy movement, SDIT AN-Najah teachers have never participated in literacy training, and teachers have never created literacy reading materials that address the ecological and cultural aspects of Islamic boarding schools as a special potential of the school.

Community Service Strategy Development

In this phase, solutions were developed to address the literacy challenges faced by SDIT AN-Najah. These solutions took the form of training and mentoring for SDIT AN-Najah teachers in developing literacy reading materials on the theme of Eco literacy in Islamic boarding schools. In addition, this community service program incorporates an evaluation stage. Therefore, the program consists of four main stages.

First, the socialization phase. This phase involved explaining the rationale for this community service program, which addresses SDIT AN-Najah's literacy challenges. This socialization was aimed at SDIT AN-Najah teachers as the target group. This phase provided an understanding of the importance of literacy for SDIT AN-Najah teachers, necessitating the implementation of the solutions outlined in the community service phase.

Second, the training phase. This phase involved providing materials and practicing the creation of literacy reading materials by SDIT AN-Najah teachers. Two main activities were presented in this phase: providing materials on selecting literacy reading materials and practicing the creation of literacy reading texts on the theme of eco-Islamic boarding schools.

Third, the mentoring phase. At this stage, teachers at SDIT AN-Najah were assisted in creating comprehensive literacy reading materials using Canva and Flutter flow technology. They were assisted from drafting the content to finalizing the completed materials, ready for implementation with students.

Fourth, the evaluation stage. The community service team evaluates a question-and-answer session. The evaluation is conducted to identify the challenges teachers encounter in developing literacy reading materials. In addition, this stage aims to assess the teachers' satisfaction with the implementation of the community service program.

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Table 3. Solution of dedication

Form of Solution	Success Indicators	Target Outputs
Socialization Stage	An agreement is established between the teachers and the community service team to implement the stages of the community service program that support the development of literacy reading materials.	Documentation of the socialization activity.
Training Stage	1). The teacher group at SDIT An-Najah has determined the type of literacy reading text to be developed. 2). The teacher group develops an outline for literacy reading materials incorporating *pesantren* ecoliteracy content.	An outline of literacy reading materials prepared by the teachers of SDIT An-Najah
Mentoring Stage	1). The teacher group at SDIT An-Najah produces a complete manuscript of literacy reading materials. 2). The teachers at SDIT An-Najah use digital applications to develop literacy reading materials.	Electronic literacy reading materials incorporating *pesantren* ecoliteracy content.
Evaluation Stage	1). Teachers at SDIT An-Najah can describe the challenges they encountered in developing literacy reading materials. 2). Teachers at SDIT An-Najah provide feedback on their satisfaction with the community service program.	Documentation of the evaluation activity.

Based on the community service method employed, this program provides a detailed description of each community service activity, accompanied by its corresponding success indicators and expected outputs. Table 3 presents an explanation of the stages of the community service program, addresses the problems faced by the community service partner, describes the success indicators for each activity, and provides information on the targeted outputs expected from each core stage.

RESULTS AND DISCUSSION

This section describes the stages of this community service. These stages include socialization, training, mentoring, and evaluation. The following are the steps taken in this community service to address literacy issues at SDIT AN-Najah.

Socialization about the Literacy, Ecological, and Cultural Overview of Islamic Boarding Schools

Socialization is the initial stage carried out in this community service. At this stage, teachers from SDIT AN-Najah. Socialization is the process of introducing a concept to the community so that it is recognized and understood (Suyanto, 2016). This involves activities to inform or persuade the community about the things introduced at that stage. The following is an overview of the socialization conducted during this community service. Fig. 1 demonstrates the socialization phase implemented in this community service. This phase introduces concepts of eco-literacy and Islamic boarding school culture. Eco-literacy is part of implementing education based on ecological principles to achieve ecological intelligence (Capra, 2008). Therefore, the concept of eco-literacy became the focus of socialization because it relates to the environmental potential of SDIT An-Najah, which has extensive yet dysfunctional land, necessitating responsiveness to environmental care through literacy reflection. Ecology is part of the literacy environment, encompassing physical, social, and technological aspects (Weldemariam, 2025).



Fig. 1. Socialization about eco-literacy in Islamic boarding schools

In addition, there is the delivery of material on Islamic boarding school culture as a characteristic of learning implementation at SDIT AN-Najah, which is based on Islamic values and integrates Islamic

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boarding school culture as the main benchmark. Ecological aspects and Islamic boarding school culture are related, as evidenced by Aulia (2020); creating an environment based on the eco-boarding school program will maximize interaction and communication among students.

This outreach activity was conducted through a one-on-one meeting attended by 10 teachers from SDIT AN-Najah. The community service team presented their previous research experiences related to the ecology and culture of Islamic boarding schools, an introduction to the community service (purpose of the community service, activities, process, and forms of service), and the concept of Islamic boarding school eco-literacy (ecology, literacy, and Islamic boarding schools).

There are four objectives of this activity. First, the absorption of the concept of eco-literacy in Islamic boarding schools. For this purpose, teachers at SDIT AN-Najah are expected to be able to create literacy materials as a medium for raising students' awareness to observe, protect, and love the surrounding environment, based on Islamic values. Second, the alignment of perceptions about the content of reading materials containing ecological aspects. Reading materials created by teachers at SDIT AN-Najah must include information or procedures for maintaining and being friendly to the surrounding environment. Third, the alignment of perceptions about the content of reading materials that contain ecological aspects and the Islamic boarding school culture. Reading materials containing information or procedures for maintaining the environment must be aligned with Islamic values that thrive in the Islamic boarding school environment. Fourth, presenting examples of topics from reading materials that are in accordance with the theme of this service, such as 1) Procedures for a simple lifestyle without excessive exploitation of natural resources (istlah israf, ghuluw) (Using rice washing water to water plants: saves water and is in accordance with one of the verses in the Al-Qur'an), and procedures for caring for arid environments (utilizing residential/school yards: Information about the Bidara Tree (sidr) and additional information about the tree according to paragraph 16 of the Letter Saba'.

Training

During this phase, the community service team conducted two training sessions. The first phase guided the selection of reading materials. The second phase focused on creating engaging materials using the JPIKIR strategy. The following describes the training stages in this community service. Fig. 2 shows evidence of the first phase of training on selecting literacy reading materials. This material was presented to provide teachers at SDIT AN-Najah with basic knowledge for considering reading material content appropriate for the target audience. According to Santrock (2007), reading materials must meet the criteria of information integrity and meaningfulness. This means that the selection of reading materials must consider how in-depth information is presented and its usefulness to the reader's practical, contextual needs.



Fig. 2. Training phase 1

In this first phase, the community service team presented six strategies for selecting reading materials: 1) reading materials must have the characteristics required by readers; 2) consideration of the language level used in the text; 3) selection of content appropriate to readers' needs; 4) application of systematic reading selection techniques, such as selective reading (scanning and selection); 5) careful consideration of the quality and source of reading materials; and 6) consideration of topic diversity and text length. This training was conducted once.

This first phase of training had two objectives. First, SDIT teachers were guided in identifying reading materials, thereby strengthening their understanding of how to assess the quality of literacy reading materials. Second, teachers were introduced to digital platforms and resources for accessing reading materials, such as those available on budi.kemdikbud.go.id.



Fig. 3. Training phase 2

This second phase of training, a continuation of the first, focused on creating reading materials using the JPIKiR strategy. In phase 2, teachers at SDIT AN-

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Najah received material on the procedures for creating literacy reading materials on the theme of eco-Islamic boarding schools. This training aimed to provide knowledge and improve skills in designing and writing reading materials to increase students' interest in reading (Fig. 3). This phase began with the assignment for SDIT AN-Najah teachers to create an outline for literacy reading materials on the theme of eco-Islamic boarding schools. This assignment aimed to observe the differences in teachers' work before and after receiving training and mentoring in writing literacy and reading materials. The following is an example of a teacher's work before receiving training on creating literacy reading materials (Fig. 4).

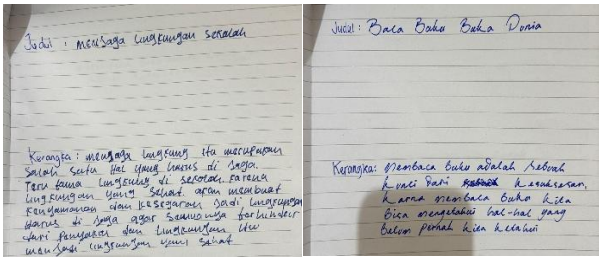


Fig. 4. Teacher's work before phase 2 training

After giving the teacher assignment, the community service team provided 3 materials to the teachers, namely 1) the importance of reading materials to support learning and literacy movements, 2) J-PIKir strategies in writing reading materials (interesting titles, authors or literature sources for inspiration in creating reading materials, interesting reading content accompanied by images or visual designs, keywords as emphasis in creating reading material content, conciseness in creating reading materials that contain ecological and Islamic boarding school cultural values), and 3) topics developed as materials for creating literacy reading materials with the theme of ecology and Islamic boarding school culture. This training was carried out once.

Assistance in Making Reading Materials

There are three stages in this mentoring activity. First, teachers at SDIT AN-Najah were assisted in creating comprehensive iterations of reading materials. Second, teachers at SDIT AN-Najah were assisted in typing the text into Canva. Third, the designed reading materials were developed using the Flutter flow application. The following are details and evidence of the three mentoring stages.

Fig. 5 shows the mentoring process carried out by the community service team. This activity aims to guide SDIT AN-Najah teachers on creating complete manuscripts that align with the main objectives of this community service. This mentoring activity was carried out once. The final result of this activity was the production of 20 reading materials produced by SDIT AN-Najah teachers. This activity continued with independent activities carried out by SDIT AN-Najah teachers to complete the final target of this mentoring, namely, each teacher producing two literacy reading materials on the theme of Islamic boarding school eco-literacy.



Fig. 5. Assistance in creating a complete manuscript

At this stage, the community service team carried out two activities. First, the community service team explained how to use the Canva application to edit manuscripts created by teachers. This editing process aimed to enhance the visual design of the literacy reading materials created by SDIT AN-Najah teachers (Fig. 6). Canva serves as a supportive medium that transforms abstract information into tangible content, thereby enhancing students' understanding (Wulandari & Mudinillah, 2022). Second, the team provided guidance and support to teachers in using the Canva application. This stage resulted in 20 literacy reading materials created by SDIT AN-Najah teachers, each with a visual design and a digital format.



Fig. 6. Editing manuscripts using the Canva application

Stage 3 consists of two activities conducted during this mentoring stage. First, providing material about the Flutter Flow application as a platform for storing and developing digital literacy reading materials. According to Ilhamsyah & Fathurrahman (2024), Flutter Flow is a visual app builder (Mobile Application Development Software) that requires Flutter to build applications. Second, mentoring and guidance for SDIT AN-Najah teachers on using the Flutter Flow application to upload edited reading

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material results, so that they become digitally based literacy reading materials. The final result of this mentoring activity is a collection of digital literacy reading materials, including examples of SDIT AN-Najah teachers' work creating electronic, digital-based eco-literacy reading materials for Islamic boarding schools.

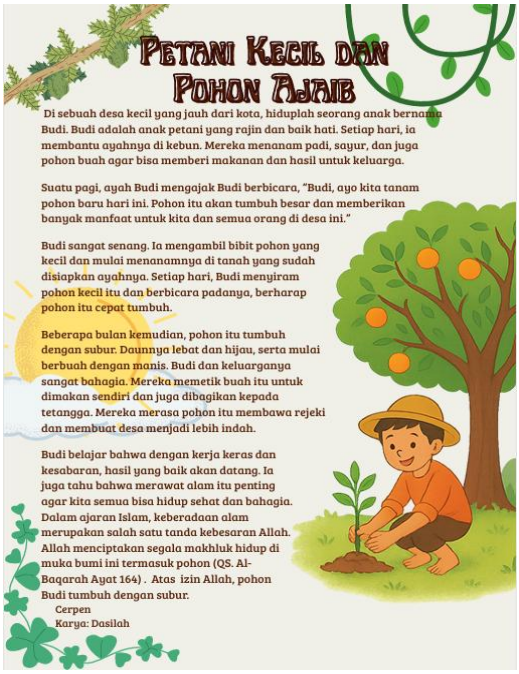


Fig. 7 Literacy reading materials by teacher 1

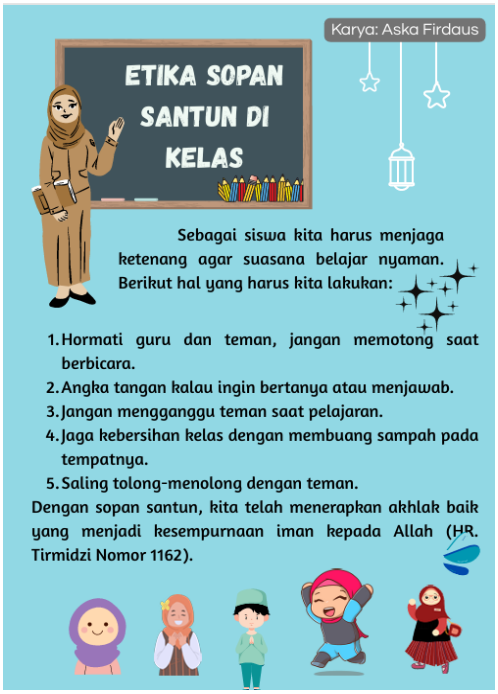


Fig. 8. Literacy reading materials by teacher 2

Fig. 7 and Fig. 8 are examples of work by teachers at SDIT AN-Najah. These works contain reading texts for literacy activities that are rich in ecological and Islamic boarding school cultural values (Islamic values). These literacy reading materials are ready to be implemented with SDIT AN-Najah students. The implementation stage, as planned or follow-up, will be carried out by the community service team.

Evaluation

The evaluation stage constituted the final phase of this community service program. It was carried out through discussion sessions between the teachers of SDIT AN-Najah and the Community Service Team. The implementation of this activity is illustrated in the documentation shown in Fig. 9.



Fig. 9. Evaluation activity

The evaluation stage was conducted to identify the supporting factors and challenges encountered during the implementation of the community service program. The supporting factors included the school administration's full support and the teachers' enthusiasm for participating in all stages of the program. In addition, two challenges were identified during the implementation: (1) two teachers experienced difficulties in composing coherent paragraphs, and (2) two teachers encountered difficulties in mastering the technological features available in Flutter Flow due to the presence of unfamiliar terms and programming-related language. To address these challenges, the Community Service Team provided two solutions: (1) encouraging teachers to practice writing paragraphs with clear main ideas regularly, and (2) providing the school with a premium Flutter Flow account, which teachers could utilize to practice developing literacy reading material manuscripts.

Based on the stages of the community service program, several changes were generated. These changes have had a positive impact on SDIT AN-Najah. Table 4 is presented below to illustrate the impacts of this community service program on the partner institution.

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Table 4. Changes resulting from service activities

Type of Improvement	Before Program	After Program
Improvement in the Partner's Empowerment Level in the Social and Community Aspect	Teachers at SDIT AN-Najah had never developed literacy reading materials on the theme of pesantren ecoliteracy utilizing digital technology.	Ten teachers from SDIT AN-Najah successfully developed literacy reading materials on the theme of pesantren ecoliteracy using the FlutterFlow and Canva applications.
Improvement in the Partner's Empowerment Level in the Management Aspect	There were no literacy reading materials containing pesantren ecoliteracy content developed by teachers at SDIT AN-Najah.	Digital literacy reading materials containing pesantren ecoliteracy content were successfully produced by individual teachers of SDIT AN-Najah, resulting in a total of 20 reading materials authored by 10 teachers.

CONCLUSION

This community service project stemmed from observations and interviews with SDIT AN-Najah staff. These activities served as steps in collecting data on literacy issues within the institution. The Participatory Action Research (PAR) method was used to address literacy issues at SDIT AN-Najah through three stages: pre-service observation, participatory mapping, and strategy development.

The main contributions of this community service project are: 1) creating reading materials to support the literacy movement at SDIT AN-Najah, with the theme of Islamic boarding school eco-literacy, and 2) improving the quality of SDIT AN-Najah teachers through training and practice in creating digital reading materials utilizing technology. The remaining stages in this community service project include implementing the reading materials for students; therefore, the materials' readability and effectiveness cannot yet be measured. Based on these limitations, recommendations for further community service projects include efficient considerations for implementing comprehensive solutions for creating and testing reading materials. The theme of Islamic boarding school eco-literacy has potential for development in education, especially Islamic-based education, so that further community service can use this theme to develop a framework for composing traditional children's songs.

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