Research Article

Classroom Teachers Ability to Create Digital-based Learning Media for Students Reading Interest in Elementary Schools in Cilengkrang District, Bandung Regency

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Abstract.

Literacy skills are a manifestation of an individual's ability or quality of being literate, encompassing the ability to read and write, both physically, tactically, and technically, within a unit to carry out a mission or task. In this case, the mission is to enhance the reading interest of elementary school students in the Cilengkrang District, Bandung Regency. In line with Cope and Kalantzis (2000), multiliteracy pedagogy has evolved to encompass multilingual and multimodal dimensions of literacy[1]. This has implications for schools and communities that need to develop practices and skills in using various ways to express and comprehend ideas and information through conventional text forms as well as innovative text forms, symbols, and multimedia [2]. Literacy skills can be enhanced by adapting current learning media to be digitally based to attract the literacy interest of students. Through engaging learning media, the literacy movement can be successful. The method used is digitizing conventional learning media and introducing innovative new learning media to enhance reading interest in students. Based on these considerations, training on creating digital-based learning media is necessary as an innovative effort in preparing effective learning media with the goal of improving the literacy skills of elementary school students. The training, followed by mentoring, will be conducted over a three-month period, from February to April 2023, involving 36 teacher participants. The outcomes of this training and mentoring, students interest in elementary schools in Cilengkrang District has increased because learning media is no longer conventional and digital based. This increase was achieved after teachers attended training and were able to create and apply digital-based learning media in the classroom.

Keywords: literacy skills, learning media, elementary school

1. INTRODUCTION

A startling statement to describe the current state of reading interest in Indonesian society was made by the senior literary figure, Taufiq Ismail, during an audience with

the Indonesian House of Representatives (DPR RI). He referred to the term "Tragedy of Zero Books" to depict the current condition. The word "tragedy" is usually used to express something bad or with detrimental effects, and it seems to represent the state of reading interest in Indonesian society today. This expression arose from his contemplation of the declining literacy culture in the nation. In reality, in the current era of globalization, literacy skills are crucial for addressing all aspects of life. While literacy has traditionally been associated with reading texts or books, it goes beyond that. Literacy skills can be characterized by the ability to face specific situations, being smart and wise in dealing with difficult conditions, and not easily being deceived by those who intend harm. The importance of literacy, as expressed by Roger Farr, is that literacy is the heart of education. Imagine the function of the heart in the human body; the heart is one of the vital organs that ensure a person's survival, and without it, the functions of other organs are disrupted [3].

The Elementary School level is the appropriate stage for implementing habits that can enhance literacy, until students become proficient in literacy. Considering that elementary school is the first stage of basic education, if literacy habits continue to be applied and strengthened, they will undoubtedly lead to habits that persist in the next stages of education or even develop positive habits as students grow into adults.

Based on information obtained from the official website of the Bandung Regency Government, the community in the Cilengkrang District can access elementary education, as evidenced by the presence of 18 public elementary schools and 2 private elementary schools. This number reinforces the idea that elementary education needs are being met. However, as mentioned earlier, awareness of literacy among the community still needs improvement, given the limited awareness of the public regarding literacy, and the provision of literacy-supporting facilities is also limited.

Based on the initial observations conducted on elementary school teachers, it was found that there is still a lack of knowledge among teachers in creating digital-based learning media that can stimulate students' literacy interest. Despite having highly supportive facilities such as the internet, projectors, and tools for hybrid learning, etc., the knowledge to effectively utilize these facilities remains minimal. This occurs because the culture or habits of teachers still revolve around conventional learning media, primarily relying on text or printed books. There is still limited use of digital applications that can support the creation of engaging learning materials.

Based on the description above, the research team chose Cilengkrang District, Bandung Regency as the location for their service project. This decision was made considering the presence of many elementary schools in that area. Additionally, the

project is carried out in the Cilengkrang District due to the low level of literacy skills and capabilities, requiring efforts to improve the development of the environment and the standard of living of its community. Based on the initial survey conducted by the team with elementary school teachers in the Cilengkrang District, it was found that there is minimal awareness regarding the literacy movement in schools. Teachers have not yet implemented this literacy movement in their everyday classroom teaching, mainly due to the lack of structured training and mentoring related to the school literacy movement.

In addition to the points mentioned above, the absence of digital literacy among teachers has led classroom teaching to remain predominantly focused on conventional methods, including literacy practices in the classroom, which still rely on traditional methods. Furthermore, teachers have minimal exposure and have never received specific training on creating digital-based learning media that can enhance literacy skills among students in the classroom because students interest in literacy is still minimal and one of the reasons why students are not interested is obtaining information through interviews with several students in class. Students are not interested in literacy because the media used by teachers is only printed books and students tend to get bored of reading. Many teachers also express concerns regarding the utilization of available facilities to ensure effective use, transforming them into digital-based learning tools that can improve literacy skills and integrate literacy as an inseparable part of daily life.

2. METHOD

In this research, the author employs a mixed-methods approach, combining both qualitative and quantitative data. According to Creswell (2016), there is a gradual mixed methods strategy (sequntial mixed methods) which is a strategy for researchers in combining data found from one method with another method[4]. The primary initial data consists of qualitative information obtained through interviews with respondents, who in this case are the 36 elementary school teachers in the Cilengkrang District. This qualitative data is used to complement and support the quantitative data gathered through questionnaires distributed to the teachers participating in the training on creating digital-based learning media, aimed at enhancing students' literacy skills. The research was carried out in the period from February to March 2023, from the beginning of the situation analysis until finally the teacher was able to apply digital-based learning media.

This research was conducted in the Cilengkrang District, Bandung Regency, involving teachers from several elementary schools in that area. The research sample was taken

from three elementary schools located in the Cilengkrang District, Bandung Regency. In selecting the research subjects, the researcher employed a purposive sampling technique. According to Sugiyono (2018), purposive sampling is a technique for selecting samples from a data source while considering certain factors, including the first consideration that schools have a willingness to continue using conventional methods because they are accustomed to them[5]. Schools aim to implement and further develop the use of technology in teaching, particularly digital-based learning media capable of enhancing students' literacy interest in elementary schools. The selected schools are also willing to receive training on learning media and assist in optimizing the use of digital-based facilities available in those schools.

Data collection in this research utilized both literature review and field study methods. The literature review involved the researcher's effort to gather relevant information related to the research topic and subjects. This information was obtained by observing, comprehending, internalizing, and documenting any topics related to the core subject of the research. This was done by reading or citing discussions related to the creation of digital-based learning media that can enhance students' literacy interest, the use of learning applications that can support teachers' performance in the classroom, and the adaptation of learning media to situations and conditions that are reliable in the context of elementary schools in the Cilengkrang District, Bandung Regency. Furthermore, the field study was used as a means to collect primary data related to the main issues experienced by teachers in schools concerning the improvement of students' literacy interest and accommodating the needs of teachers in teaching and classroom management. Interviews and observations were also part of this field study in the research.

Data collection was carried out through questionnaires distributed to elementary school teachers as research subjects. The questionnaire used was a personal questionnaire, which allowed the researcher to directly engage with the respondents and provide necessary explanations for the research. Additionally, it was practical as data could be collected immediately after receiving responses from the respondents. The type of questionnaire used in this research was a closed-ended questionnaire. The questions in the questionnaire focused on literacy, enhancing students' literacy interest, and the application of digital-based learning media to improve students' literacy skills. Through this technique, feedback from teachers could be obtained to create digital-based learning media that can enhance students' literacy interest in the classroom.

3. RESULT AND DISCUSSION

Figure 1: Participant Training Activities.

Based on observations and interviews with elementary school teachers in the Cilengkrang District, Bandung Regency, it was found that the biggest obstacle in creating digital-based learning media capable of enhancing students' literacy skills is the limited knowledge of teachers about the various learning media that can be used beyond conventional teaching materials. Another challenge is the lack of training, mentoring, and awareness of digital learning support applications. This is in line with Warschauer's (2002) assertion that the digital divide theory examines the unequal access to, adoption of, and utilization of digital technologies, such as the internet and computers, within a society or community[6]. It highlights the disparities in technology access and usage based on factors like socio-economic status, geographic location, age, gender, and education level. The digital divide is not just about physical access to technology but also about the ability to effectively use it for educational, economic, and social purposes. It recognizes that unequal access to digital resources can lead to disparities in opportunities, information access, and skill development.

Therefore, an appropriate method is highly needed to address these challenges. Firstly, the researcher seeks to broaden the teachers' understanding of digital-based learning media and introduces learning applications that can support the improvement of students' literacy interest. Through this understanding and introduction, teachers can determine which media and applications can be effectively used in the classroom to enhance students' literacy interest while maintaining effectiveness in teaching.

Secondly, training and mentoring are provided to teachers to enable them to create digital-based learning media that can enhance students' literacy interest. This is in line

with Piaget's (1970) opinion on the theory of constructivism, which states that constructivism emphasizes active learning and the construction of knowledge by learners. In the context of digital-based learning media, it suggests that teachers can create engaging materials that allow students to actively explore and construct their understanding, thereby enhancing their literacy interest[7]. In addition to understanding the importance of early literacy awareness, teachers are also introduced to features within the Canva application that support digital-based learning media. These features include creating colorful and attractive presentation slides, which differ from conventional presentation slides because visually appealing colors usually capture students' attention. The feature of creating videos that can include the teacher's face and voice is also introduced to encourage more interaction with students, allowing teachers to visually narrate stories from books.

Figure 2: Participant Assistance Activities.

Figure 3: Participants, Resource Persons, and Committee.

The steps taken by the researcher to address the challenges faced by teachers are as follows: (1) contacting the Bandung Regency government department and representatives of teachers from several elementary schools in the Cilengkrang District, (2)

directly reaching out to teachers from various schools, (3) conducting communication and surveys at the training and mentoring location, (4) conducting a training session titled "Training on Creating Digital-Based Learning Media to Enhance Student Reading Interest in Elementary School Classes for Teachers in the Cilengkrang District, Bandung Regency."
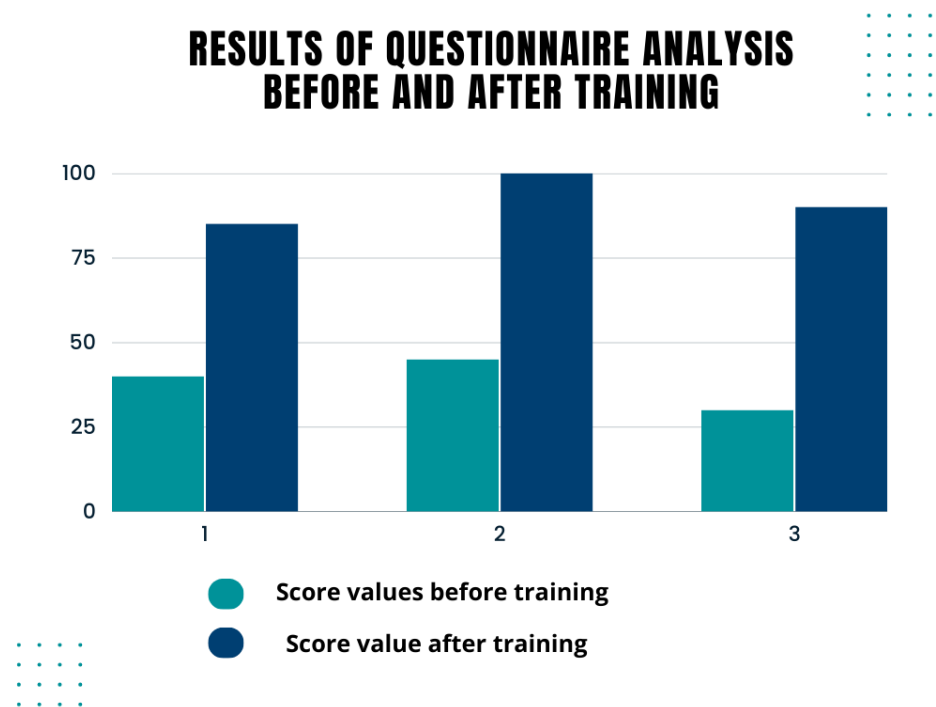
RESULTS OF QUESTIONNAIRE ANALYSIS BEFORE AND AFTER TRAINING

Figure 4: Questionnaire Analysis Results?.

Based on the results of questionnaries distributed to students and teachers during this research program, in general there are three main things that can be concluded and experienced significant improvements, before and after training, including answering the following big questions (1) Understanding student literacy in learning (2) Teacher knowledge in creating digital-based learning media to increase literacy (3) Progress in increasing students literacy interest after using digital-based media

The main issue in this research concerns the creation of digital-based learning media to enhance students' literacy interest from the elementary school level. Literacy, as articulated in Quran Surah Al-Alaq (Chapter 96), verses 1-5, clearly emphasizes the call to read and learn through the act of reading. Through reading, we gain knowledge about things we did not previously know. Through literacy, an individual can develop the skills to navigate a life that is sometimes filled with mysteries, and with literacy, one can easily unravel these mysteries.

Elementary school teachers require learning media that can accommodate the needs to enhance students' literacy interest. The goal of this literacy training activity is to provide practical and realistic opportunities for teachers to be capable of self-directed learning, be beneficial for education, and have the insight and space to continue to develop and innovate in providing learning media that supports the improvement of students' literacy interest. This is in line with the opinion of Desimone (2002), which states that Professional Development and Teacher Growth are associated with the importance of ongoing teacher development and innovation[8]. The concept of continuous professional development is a fundamental principle in education. So far, learning media has been using conventional methods. Teachers only instruct students to read printed books or text on paper, with minimal animation, minimal use of color, and everything feels dull.

Based on the challenges faced by our partners, namely the elementary schools in the Cilengkrang District, Bandung Regency, the team has formulated several solutions offered to the teachers: (1) Literacy Movement Training in Teaching for Elementary School Teachers in the Cilengkrang District, Bandung Regency: This involves socializing the literacy movement and integrating literacy-related content into teaching materials. Teachers have shown great enthusiasm for literacy training to create learning experiences that support the success of the literacy movement. The literacy movement aims to prepare students to be ready to receive all kinds of information and be proficient in navigating the digital era. The statement aligns with the theory of digital literacy and information literacy, which emphasizes the importance of preparing students to effectively access, evaluate, and utilize digital information and resources in the digital age[9]. The need for individuals, including students, to develop critical thinking skills and the ability to discern reliable information from the vast amount of digital content available; and (2) Literacy Movement Mentoring in Teaching for Elementary School Teachers in the Cilengkrang District, Bandung Regency, Using Digital-Based Learning Media: Industry 4.0 demands that all aspects of human life be digitally oriented, including education at the elementary school level, which supports the success of the literacy movement, one of the flagship programs of the Ministry of Education at present.

Based on the problem analysis outlined above, the material is delivered by the presenters or trainers to be presented to the teachers in the Cilengkrang District, Bandung Regency, based on the qualifications and expertise of each research team member. Because in real life, students will often encounter reading texts in variuos formats. Therefore, teachers need to introduce text types with genres that are digitally vased and close to students lives, both in the context of the material (field), target

TABLE 1: Solutions for the Main Problems Faced by Teachers.

The Main Problems of Teachers	Remedial Action	Activity	The Targeted Results
Challenges in creating digital-based learning media that can be used to support the literacy movement program.	Training on the literacy movement in creating digital-based learning media.	Identifying partner difficulties Developing digital learning media Training elementary school teachers in creating learning media which can increase students literacy interest	Teachers are capable of creating digital-based learning media applied to students that will be implemented to support the school literacy movement.
Assistance in implementing it in the learning process.	Mentoring the literacy movement in the application of digital-based learning media to students.	Compiling teaching materials Mentoring digital-based learning media in teaching Training on effective methods to support and increase students interest in the literacy movements in the elementary school environment	Teachers are capable of applying learning media in the school literacy movement to increase students interest in literacy at school.

listener/reader (tenor), and written, oral, visual, or audiovisual format (mode)[10] In simple terms, text genre is a form of text in a certain format and structure[11] The expertise possessed by each team member in this activity is highly needed to provide training material on the development of digital-based learning media that can enhance literacy skills. Below is a detailed breakdown of the researchers' expertise.

TABLE 2: Researchers' Expertise.

Researchers as well as Presenters	Expertise	Responsibilities
Irma Yulita Silviany, S.S., M.Hum.	Indonesian Linguistics	Training and mentoring teachers to understand the essence of literacy in teaching
Asri Nuranisa Dewi, S.Pd., M.Pd.	Indonesian Language Education	Training and mentoring Indonesian language teachers in creating digital teaching media
Heru Pratikno, S.S., M.A.	Language Politeness	Training and mentoring teachers to create teaching media that supports literacy

Based on the remedial action for the partner's issues mentioned above and the training provided to the teachers by the researchers in the initial observation, only six teachers were able to apply the Canva application, and not all of its features were known to them. After receiving treatment through training, all teachers now know Canva as a

learning media tool and are familiar with its features, which can be used as one of the applications for creating digital-based learning media to enhance literacy interest.

Following the training sessions, all teachers can utilize the features in the Canva application to create digital learning materials that can be used to boost students' literacy interest in the classroom. The teachers also understand the positive outcomes when students have a high level of literacy interest, as it enhances their future abilities and skills. Additionally, students can develop literacy proficiency as an asset for their lives in this era of globalization.

4. CONCLUSION

Based on the results and discussions above, several conclusions can be drawn from the research conducted on elementary school teachers in the Cilengkrang District, Bandung Regency. The elementary school teachers under the guidance of the Education Office in the Cilengkrang District, Bandung Regency, as partners in this research, have gained new knowledge about literacy movement training and mentoring as a necessity to enhance the reading interest of elementary school students. Elementary school serves as the first stepping stone before students pursue higher education. If literacy habits are instilled from an early age, the higher levels of education will continue to build upon the habits established earlier.

Literacy is often considered easy and monotonous in practice, but if this training is conducted periodically, it will undoubtedly facilitate teachers in acquiring new knowledge and updating their existing knowledge. The challenges faced during the training included the limited and conventional nature of the facilities available to support the success of the literacy movement in elementary schools.

The concrete step of this research is to provide support for the implementation of literacy and the creation of learning media to determine its effectiveness. As in the graph of the results before and after being given training and mentoring, it is clear that initially students and teachers did not konow that digital-based learning media could increase students interest with an average increase in understanding before and after being given training increasing by more than 50%. It has been proven that after the mentoring process, it is evident that all teachers, as participants in the training, are now capable of creating learning media using digital applications with the aim of enhancing students' literacy interest. Additionally, through this training and mentoring, teachers have gained insights into literacy, become familiar with digital-based applications, and are capable of creating learning materials that can enhance students' literacy skills.

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