DEVELOPING LITERACY AND CREATIVITY THROUGH DIGITAL BOOK WRITING AT COMMUNITY SERVICE CENTER

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1. INTRODUCTION

In the previous research and community service, classroom action was carried out as a follow-up to empowering students to face the COVID-19 pandemic (Wijirahayu, 2021). The expectation is to produce a character development model of media that is available in online classes by the teachers in teaching online. It is for the teachers in preparing their students and to keep the students' engaged in learning during the pandemic.

Therefore, for further advancement, we conduct workshops and mentoring for the teachers. Synergies between educational institutions in various countries also need to be continued to help develop literacy and creativity for teachers and lecturers in writing e-books. Regarding the anxiety in writing, Wijirahayu & Kamilah (2021) reported that reading comprehension correlated with writing ability. The higher the reading ability, the less the anxiety to write in English.

The target of further help, especially for the teachers at partner schools FGV Sahabat-Malaysia Community Learning Center, the training is carried out by using the Book Creator application to create Multimodal Textbooks as an integrative learning medium for English and other subjects. The e-books is useful to create a more conducive online classroom atmosphere. A supportive environment increased the motivation of teachers and students, especially in the partner schools. The teacher's primary target is to be more creative in expressing new ideas and developing student character, solving the problems technology faces, especially in teaching material media. The ability of students to develop creativity, wisdom, and multiliteracy from teaching materials developed by community engagement taking part teachers is the target of developing digital teaching materials in this study. Wijirahayu & Ayundhari (2019) emphasized that English learning strategies increase the student creativity. Teachers' beliefs about English learning strategies are developed by the English language learning strategies they gain in college and apply in their classrooms (Wijirahayu, 2017).

2. METHODS

Research and Development is the method of this study. It is to overcome the problem faced by the teachers as the subject. Survey and need analysis are the basic to develop the product of the teachers digital literacy and creativity. Book creator application is one of the tool in the training to produce text books.

There are 40 teachers at CLC FGV Sahabat who involved in this study. They are Indonesian and Malaysian. They divided themselves into nine teams. Some platforms to develop the skill and creativity in writing e-text book are Zoom meetings, Google class and group Whats App.

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Multimodal text is gaining popularity and attention because of its essential function. Such texts combine different modalities, namely words, images (images), sound, and music (Gee 2003). Using multimedia, including with a comic maker and videos from YouTube related to character development, integrates application skills in management and English (Wijirahayu & Syarif, 2020). Today's technology is very flexible anywhere and anytime we can learn concepts. Computer and internet penetration among our students through gadgets supports practical knowledge of ICT installed in their classrooms. The abundance of free software on various platforms has also sped up the emergence of new trends of text types. A text does not merely combine words but a combination of other media as in a multimodal text.

This aspect of the material is essential in textbooks, as confirmed in the Standard for Assessment of Indonesian Language and Literature Textbooks at the Book Center of the Ministry of National Education 2003: 1. Material criteria must be specific, accurate, and up-to-date in terms of publication. 2. The information presented does not contain any little meaning. 3. Vocabulary, sentence structure, paragraph length, and level of interest are under students' interests and cognition. 4. References used, including the source. 5. Illustrations must match the text.6. Maps, tables, and graphs must match the text, be accurate, and be simple. 7. Details of the material must follow the curriculum. 8. The material details must pay attention to the balance in the distribution of the materials, suitable to the development of meaning, problem-solving, process development, exercises and practices, skills, and understanding test (Hanifah, 2021). Teachers' creativity in developing all those aspect through teaching media will influence the students involvement in the teaching learning process, especially in virtual class (Wijirahayu and Kamilah, 2021)

Besides the things above, one thing that is useful as a benchmark for the effectiveness of textbooks in learning is books' readability. The process of the text book mentoring is in the figure below.
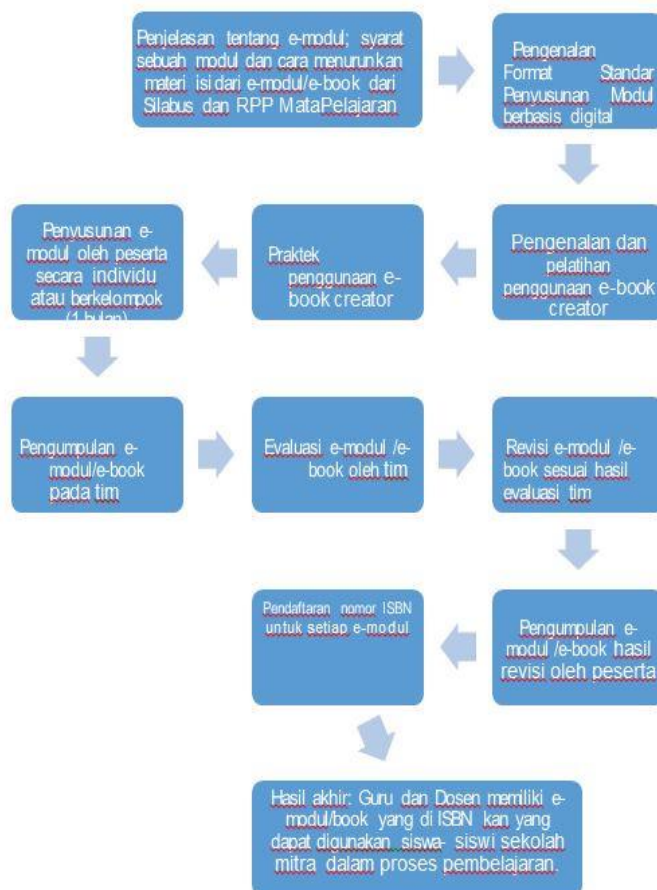

Figure 1 The process of e-book training and production

3. RESULTS AND DISCUSSION

From the result of the survey before the training, almost all of the participants was not familiar with Book creator as one of the application to write e-book. Nevertheless they were enthusiastic in learning to write virtual text book. They also stated that they were interested in making textbooks with Book creator application.

After the training there was ninety-five percent of the participants in this study admitted the increased knowledge about book creators. Ninety percent of participants can practice the use of Book Creator. Ninety-five percent of participants wrote the themes of the e-book they wanted to write. Eighty percent of the participants made one textbook chapter with the Book creator.

3.1 Interpreting Author's Selected Theme to a Book Cover

To overcome the problem faced by the teachers at CLC FGV Sahabat related to the utilization of Book Creator application, we provided Zoom meetings. The tutor showed an example of how to combine words and pictures in book cover through Book Creator application. Some participants were successful in following the steps and post the screen shoot of the cover they created at the chat box just after they were familiar with the application.
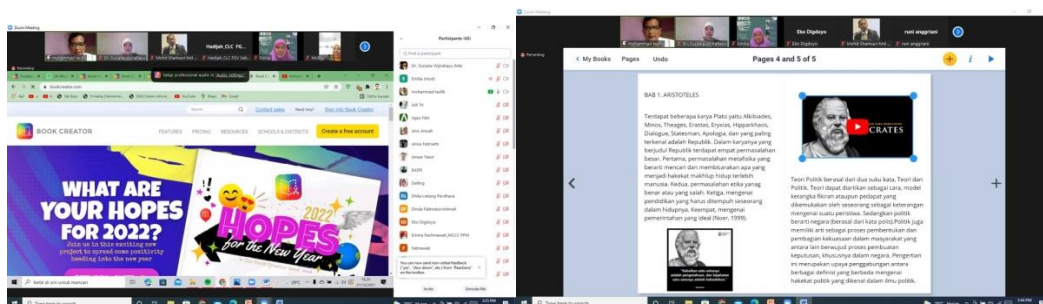

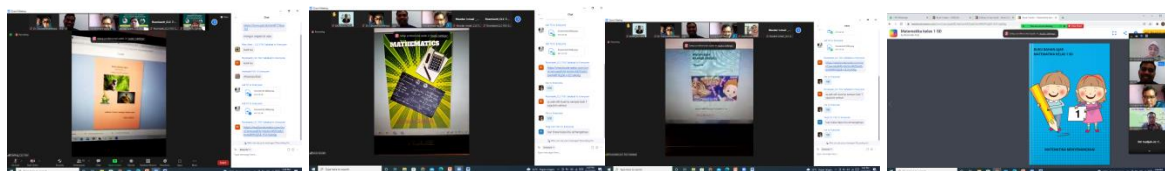
Figure 1. Creating account in Book creator

Figure 2. Participants Responses in Zoom meeting by designing book cover

3.2 Personal Task

Google Class is one of the platforms to support the participants in this study to perform their task. We provide the recording of the Book creator, other materials, exercises and other tasks in this platform.

In their personal task, the participants of the study chose various themes. It included language, culture, mathematics, energy, environment, religion and other topics. Some chapters have been written suitable to the theme. They performed the skill to use multi modal (text, pictures, voices and videos) in the virtual book that have been written. Although, the fulfillment of the assignment to submit their personal task is still 20 percent after three weeks, the creativity performed in the e-book represented significant progress. The figures below show parts of participants personal performance in the Google class
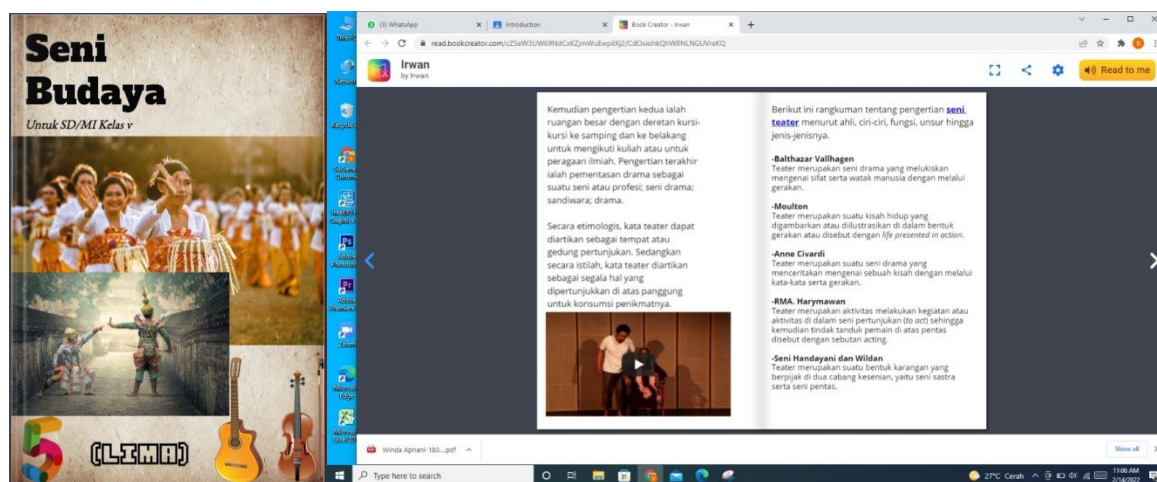

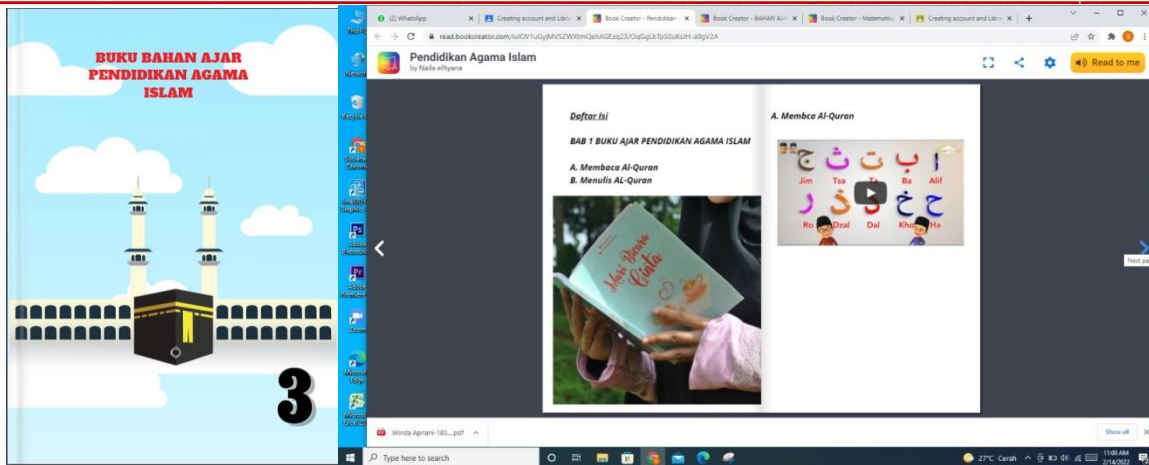Figure 3. Culture as the theme of the text book

Figure 4. Islamic Education as the theme of the text book
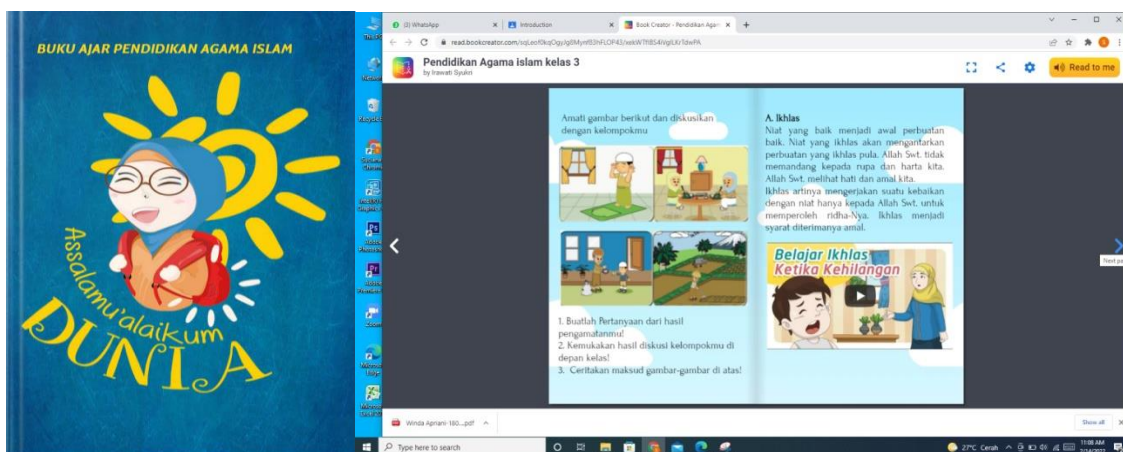

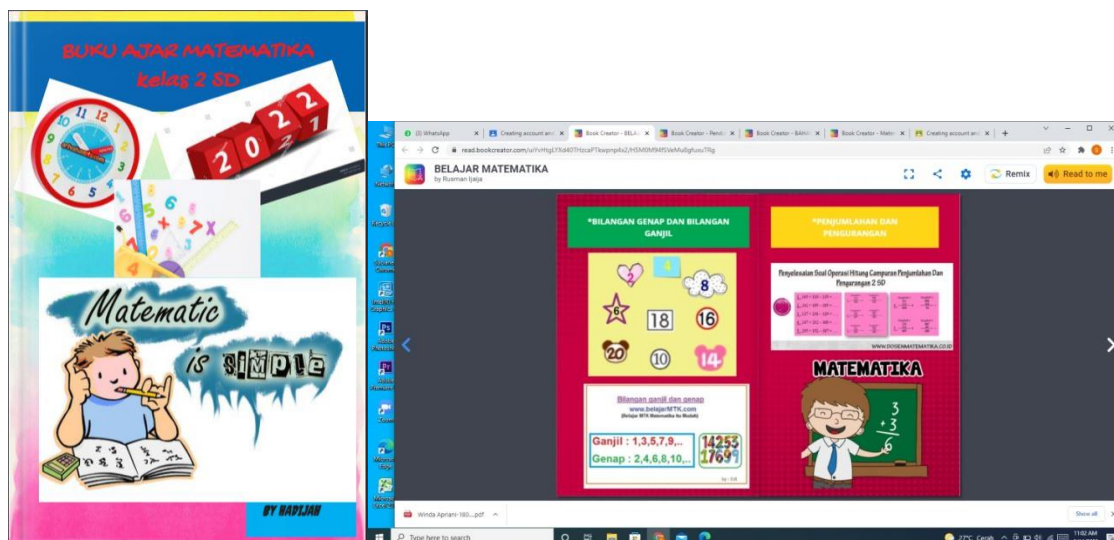Figure 5. Religion Practice as the theme of the series text book

Figure 6. Mathematics as the theme of the series text book

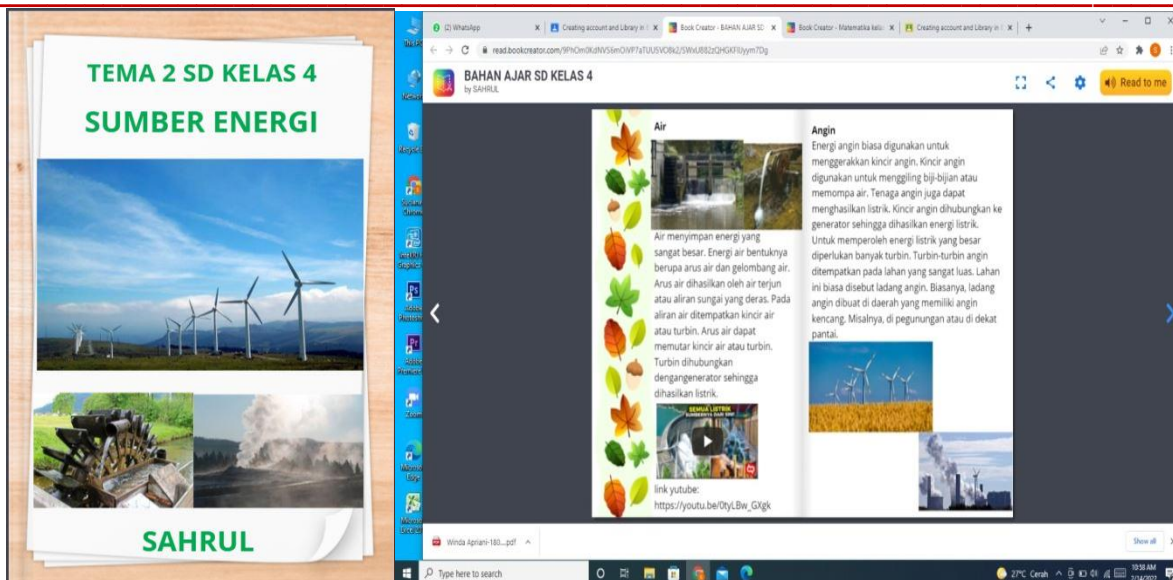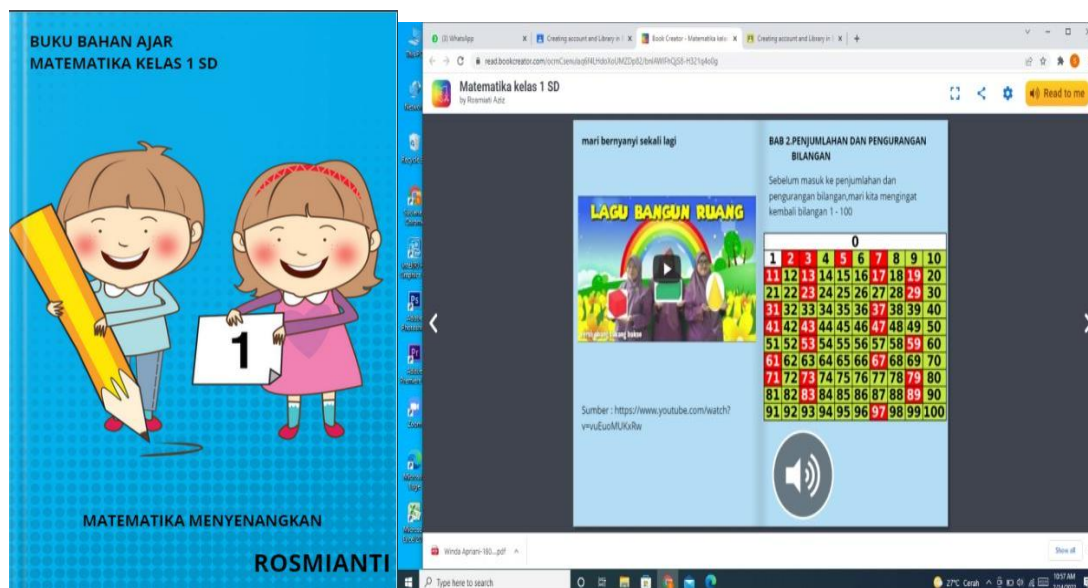Figure 7. Energy as the theme of the text book

Figure 8. Fun Mathematics as the theme of the text book

3.3 Collaborative Writing

To encourage all the teachers at CLC FGV Sahabat to have experience as a writer, we provide one group library in Book Creator and an e-book as the model of collaborative writing. We also use group Whats App to have more intensive communication between the researcher and the teams.

Figure 9. A model of e-book for group task

There are nine teams with five members in each group to write an e-book. The team selected one theme for their book writing. Each of the member is assigned to write at least one chapter. Four e-books have been produced so far in four weeks. The group members have written creatively some chapters suitable to the theme. They also performed the skills in applying multi modal in the virtual book. Although, the fulfillment of the assignment to submit their personal task is still 50 percent from the whole numbers of the participant, the creative spirit performed in the e-book represented the achievement. The figures below show parts of participant's group performance in Book Creator library.
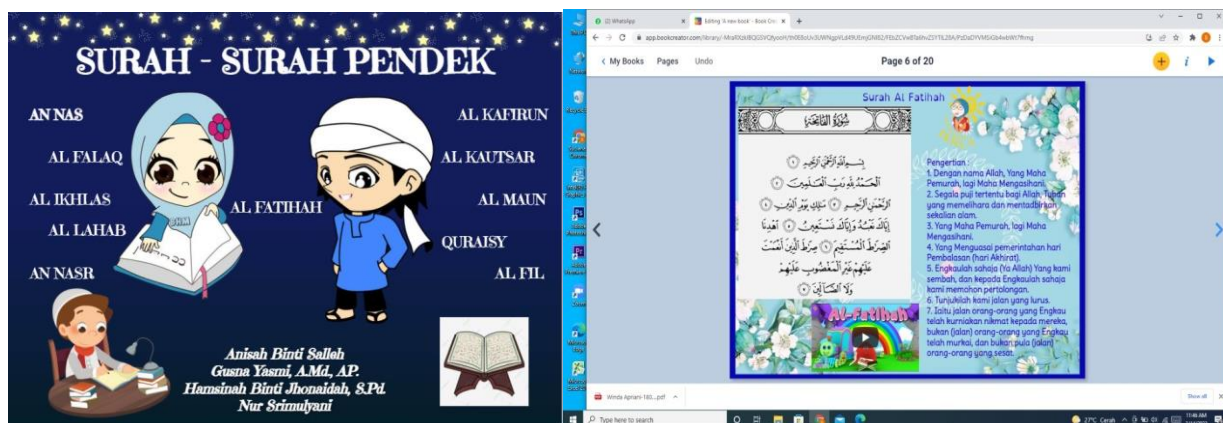

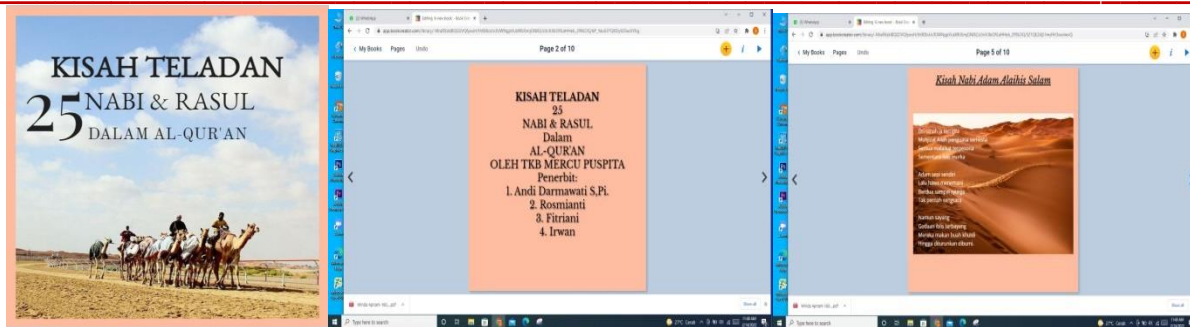Figure 10. Group task with religious theme

Figure 10. Group task with character building as the theme

In developing character through the content selected for the e-book, a writer should consider some important aspects. Abute, LE. Koba'a, H & Lamadang, K.P. (2022), suggested the teachers analyze the learning materials that are tailored to each character value to the aim that the learning materials and the output produced in accordance to the needs of the community. It is in line with the result of the study reported by Wijirahayu and Armiati (2020).
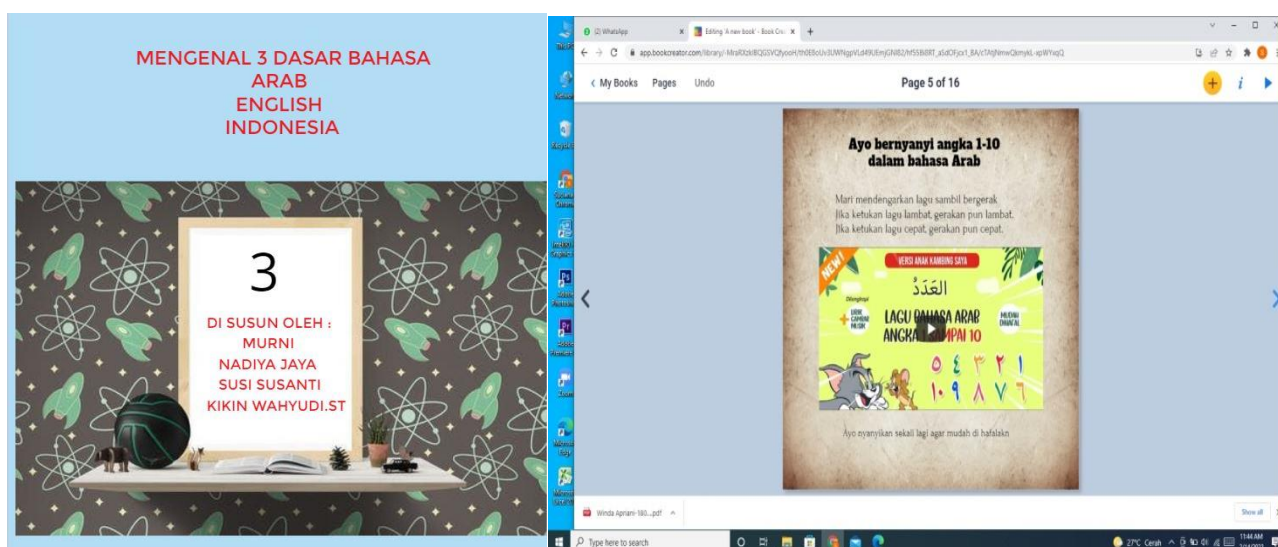

Figure 10. Group task with languages and culture as the theme

Teaching media at CLC FGV Sahabat is prepared for youth at primary and secondary school. Youth are agent of change , carriers of generation of change for world civilization (Ibrahim, Rahmat, Isa, Husain & Zubaidi, 2022). Therefore , the teachers' creativity and skill in developing media is essential to enhance students' HOT skill (Wijirahayu, Priyatmoko, Hadianti, 2019).

In preparing content and context for the e-book, especially for online learning, a writer should consider the syllabus and lesson plan suitable to the students. "Writing a syllabus also requires some precision, such as how much time is given for each assignment in the lesson, its purpose, student engagement, social forms to be used, teaching materials, media, and teacher activities" (Kakharova and Yusopova 2022). Further suggestion for the lesson plan are the target competence of the students, the students' prior knowledge, the class activity, the teacher role in the class, the individual, pair or group work, the selected multimodal material, the media, the teaching management. Teachers' mindset has strong influence in deciding appropriate material during online learning (Wijirahayu, 2021).

4. CONCLUSION

Developing teachers' literacy and creativity trough virtual training are challenging. Encouraging the teachers to write e-book with Book Creator application increased their digital literacy and develops their creativity. Supporting teachers at CLC FGV Sahabat to have high spirit in teaching by creating various interactive e-book through this research and development broader the insight of the teacher especially during the collaborative writing. The selected themes, texts, pictures, video inserted in the e-book produced by the teachers participated in this study is reflecting their literacy in utilizing the application and creativity in developing the teaching material suitable to the selected themes. Teachers' high motivation and enthusiasm in professional enhancement should be maintained. Further study is increasing the quality of the teachers' e-book suited to the target learners competences and the syllabus recommended by the stake holders.

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