

Writing Club Extracurricular with New Literacy-Oriented at Madrasah Ibtidaiyah

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ABSTRACT: The Writing Club extracurricular at MI Al-Falah serves not only as a platform to cultivate students' interest, potential, and talent in the field of writing, but also to develop literacy skills at the elementary school level. In facing the challenges of the 21st century, literacy is insufficient with merely 'old literacy'. Still, it must also correlate with 'new literacy', including data, technology, and humanist literacy. This research aims to explore the activities of the Writing Club at MI Al-Falah that are oriented towards new literacy. The research method used is descriptive qualitative. Data collection techniques include in-depth interviews, participatory observation, and documentation. The informants in this study are the extracurricular supervisor, the media team of MI Al-Falah, and members of the extracurricular. Data analysis is carried out interactively and continuously using the Miles and Huberman model, which consists of (1) data reduction; (2) data display; and (3) conclusion drawing/verification, drawing conclusions based on credible and consistent data. The validity of the data is tested through triangulation techniques and source triangulation, which involves comparing data from different sources. The research found that the Writing Club of MI Al-Falah, with a new literacy-oriented approach, is implemented in three stages: (1) Pre-writing (tadhirun lilkitabah); (2) Writing training (tadribun lilkitabah); and (3) Writing (alkitabah). From the activity conducted, it is evident that the Writing Club can foster students' interest, as evidenced by the increasing number of members each year. The enhancement of literacy is demonstrated by the work produced by its members in the form of digital bulletin publications, vlogs, and novels

KEYWORDS: extracurricular, new literacy, writing club.

I. INTRODUCTION

Extracurricular activities are one of the elements in the curriculum structure. The Minister of Education and Culture Regulation Number 12 of 2024 states that extracurricular activities in school aim to develop students' interest and talent in support of their academic activity (Kemdikbud.go.id, 2024). In line with this, a study by Meadows (2019) conducted on elementary and junior high school students found a positive correlation between students participating in extracurricular activities and their academic performance, non-academic achievement, attitude, and social and psychological development. Extracurricular activities can also provide a safe learning environment for students to explore, create, and socialize in a supportive and enjoyable atmosphere (Metsäpelto & Pulkkinen, 2012). Therefore, it is highly anticipated that a diverse range of extracurricular activities in school can facilitate, empower, and maximize students' potential, talent, and interest (Agustina et al., 2023). According to detikEdu (Wulandari, 2021), extracurricular activities that have been popular in Indonesian schools since the independence era until now include basketball, choir, and Paskibra (Flag Raising Troops).

Various studies are evolving, journalistic activity becoming one of the extracurricular activities organized by schools aimed at providing experience (Okditazeini et al., 2024), optimizing potential, enhancing writing skills (Riadi, 2016), and developing literacy skills, critical thinking, as well as communication skills for students (Alinssan, 2023). According to Deuze (2006), journalism is the writing process to express ideas and arguments, develop imagination, and engage in critical self-reflection; thus, it needs to be cultivated within formal education. Given the overwhelming flow of digital information today, an individual who is literate with writing skills is essential as a means of conveying ideas, interpreting messages of implied and explicit meanings, and processing various phenomena and information received positively (Rahmah et al., 2023).

The Central Bureau of Statistics (BPS) reported the result of its study on educational support in 2021, stating that the participation of student who participated in extracurricular in the 2020/2021 was 24.82% in scouting, 13.96% in sport, 6.62% in religious extracurricular, 3.76% in music and cultural art, 1.93% in Paskibra/PMR/KIR/Nature Lovers, and 1.75% in other extracurriculars (Central Bureau of Statistics, 2021). The data indicate that student participation in journalistic extracurriculars remains low in schools, madrasah (Islamic schools), and higher education institutions. Meanwhile, the first Minister of Religious

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Affairs of the Republic of Indonesia, KH Wachid Hasyim, advocated for the development of literacy in madrasah by establishing literate madrasah, which are capable of fostering literacy among their citizens to produce competitive students and continue the advancement of a cultured and developed nation (Kurniawan et al., 2021). Historical fact indicates that madrasah experienced a period of prominence during the caliphate of Harun Al-Rashid (789-809 AD), characterized by the emergence of scholars in various fields of knowledge, philosophers (thinkers), and politicians (Widyasari & Mukhibat, 2020). The command "iqra" (read) given as the first revelation to the Prophet Muhammad SAW should serve as a guideline and catalyst in the organization of education within madrasah (Maya & Syafri, 2020) toward a literate madrasah.

Madrasah Ibtidaiyah (MI) Al-Falah UM Jakarta has established the Writing Club extracurricular program based on the urgency of developing student potential and realizing a literate madrasah. MI Al-Falah UM Jakarta is a formal institution that provides basic-level Islamic education. The Writing Club extracurricular program aims to explore students' potential, interests, and talent in writing and foster literacy skills. According to Indrisano & Chall (1995), literacy is the minimal ability to read and write, understand, and use it in the thought process of daily life. However, the challenge of the 21st century requires literacy skills to evolve beyond 'old literacy' and correlate with 'new literacy.' 'New literacy' is the main idealized by the Ministry of Research, Technology, and Higher Education (Kemendikbudristek) in anticipation of the disruption era (N. K. E. Muliastirini, 2019). New literacy encompasses data literacy, technology literacy, and humanistic literacy. Data literacy pertains to reading, analyzing, and drawing conclusions based on data and information (big data) obtained. Technology literacy involves using and working with technological products to achieve optimal results. Humanistic literacy is communicating, collaborating, thinking critically, being creative, and innovating (Kamariah et al., 2023).

According to Muliastirini (2019), although not as complex as a higher education institution, an elementary school (SD/MI) must initiate a simple approach that aligns with the spirit of the new literacy. Concerning this opinion, the Writing Club extracurricular at MI Al-Falah is worth studying, referring to previous research by Riadi (2016) titled 'Journalistic Extracurricular Based on Multiple Intelligence as a Medium for Teaching Indonesian Language and Literature,' conducted at SMPI Al-Azhar Semarang and SD Alam Ar Ridho. In this study, the journalistic extracurricular activity that initially focused on news material (nonfiction) and was incidental was transformed into a journalistic extracurricular activity based on multiple intelligences, including diverse writing such as fiction writing, drawing, photography, and video production, tailored to the interests of the student. With this method, the quality of work has improved, the students' potential has been optimally explored, and their literacy skills have increased. This research will expand upon the previous study, as the Writing Club at MI Al-Falah has implemented the same method by developing various writing works such as short stories, novels, bulletins, photography, and video. This study is further expanded with a focus on implementing new literacy insights, namely data literacy, technology literacy, and humanistic literacy, in the extracurricular activities of the Writing Club at MI Al-Falah.

Another relevant study is the research "Writing Activity in the Journalistic Extracurricular at Mengwi Public High School" by Yuspidayanti et al. (2019). In their study, it was found that the journalistic extracurricular, with its primary activity of writing, plays a significant role for the school, serving as a platform for the development of creativity, talent, and interest, writing skills, and critical thinking, as well as a medium for information dissemination. The works produced consist of nonfiction journalistic writings, such as opinion and editorial columns in the odd semester, and literary works in short stories and poetry in the even semester. However, the writing extracurricular activity faces an obstacle due to the limited knowledge of the mentor in utilizing appropriate methods and references. The research suggests that the writing extracurricular mentor should ideally be a journalist so that the student gains a better writing experience. This research is expected to complement the previous study. The Writing Club extracurricular at MI Al-Falah is guided by a teacher who is also a children's book author, with works published by Gramedia, and several of his journal articles have been published nationally and internationally. The mentor also collaborates with the MI Al-Falah Media Team in photography, videography, and publication, thereby allowing for a deeper exploration of students' potential and optimizing new literacy.

This research was conducted at MI Al-Falah Jakarta to explore the Writing Club extracurricular activities, a new literacy-oriented activity at the Islamic elementary school level, to enhance student potential, interest, and talent while fostering literacy skills. The research method used is descriptive qualitative, focusing on the activities of the Writing Club at MI Al-Falah with a new literacy-oriented approach. The Writing Club activities are carried out in three stages: (1) Pre-writing (*tahdirun lilkitabah*), which involves reading a favorite book, writing, and storytelling. This activity correlates old literacy as an initial capital to foster new literacy (Kamariah et al., 2023). The orientation towards data literacy is carried out by analyzing news in the form of video and text, and writing down the information obtained; (2) Writing training (*tadribun lilkitabah*) involves creating nonfiction works in the form of bulletin, focusing on humanistic literacy through discussion to determine current and factual topic to acquire and produce information, as well as conducting interview to informant. Data and technology literacy are practiced by processing, seeking supporting sources, and making information through a bulletin using Canva, photography, and video applications. Fiction writing training includes understanding the story idea or main idea, making premises, and writing a story outline; (3) Writing (*alkitabah*), activities oriented towards data literacy, technology, and humanistic by creating bulletins, videos, and nonfiction work

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in the form of a short story and novel. In writing, students are taught to use technology with the Microsoft Word application. While making videos, students use the Canva and Capcut applications through their phones.

By expanding the context in the implementation of writing extracurricular activities with a new literacy perspective, the research "Writing Club Extracurricular with New Literacy-Oriented at Madrasah Ibtidaiyah" is expected to enrich the study of writing extracurricular activity at the elementary education level, especially in madrasah, as a means of exploring the interest and talent of student and enhancing new literacy skill to realize a literate madrasah.

II. METHOD

This research was conducted at MI Al-Falah UM Jakarta during the implementation of the extracurricular work program for the 2024/2025 academic year, specifically from August 2024 to July 2025. The method used is descriptive qualitative. This method will explore in depth, provide a natural depiction, and offer a holistic meaning to the phenomena occurring related to the process, dynamic, and meaning associated with the extracurricular activity of the Writing Club, which is oriented towards new literacy at the elementary education level within the madrasah environment. The research object is the extracurricular activities of the Writing Club that are new literacy-oriented, including (1) data literacy, (2) technology literacy, and (3) humanistic literacy. The subjects of this research are the supervisor of the Writing Club extracurricular, the media team of MI Al-Falah, and the members of the Writing Club extracurricular of MI Al-Falah UM for the 2024/2025 academic year, totaling 12 individuals. The subjects were selected through purposive sampling, which involves intentional selection based on specific considerations to ensure that the data obtained is relevant to the research focus.

The technique used for data collection includes interviews, observation, and documentation. Through in-depth interviews utilizing a semi-structured interview format, data in the form of perception, opinion, experience, and feeling were obtained comprehensively, allowing for greater flexibility and openness from informants regarding the extracurricular activities of the Writing Club at MI Al-Falah, which is oriented towards new literacy. The informants in this study include an extracurricular supervisor as a mentor, the MI Al-Falah media team, and a Writing Club member. Another technique was participatory observation, where the researcher participated in every activity of the Writing Club, allowing for more complete, sharper data and gaining meaning from every observable phenomenon (Sugiyono, 2015). Meanwhile, documentation was carried out by collecting supporting data. The documents included photos, videos, work of extracurricular members, written documents such as the extracurricular work program, teacher journal, notes from extracurricular members, and a report of accountability for the Writing Club.

Data analysis is conducted interactively and continuously using the Miles and Huberman model, which consists of three stages: (1) data reduction, by summarizing, selecting key points, and focusing the obtained data into information relevant to the implementation of the new literacy-oriented Writing Club activities at the MI level; (2) data display, carried out by presenting, arranging, and organizing the data narratively for better comprehension; (3) Conclusion drawing/verification based on consistent and credible data. The validity of the data is tested by (1) technique triangulation, which involves comparing data from the same source using different techniques; (2) source triangulation, which involves checking data obtained from various sources.

III. RESULT AND DISCUSSION

As we approach the 21st century, new literacy skills have become a competency that students must possess to participate in an information society. The MI Al-Falah Writing Club does not focus on the low literacy level of students. Still, it serves as a platform to explore the interest, talent, and potential of students in the field of writing, which implies strengthening the literacy skills of its members. As Ario et al. (2020) said, implementing literacy can be carried out through extracurricular activities, ensuring that literacy programs foster new literacy skills and develop students' potential, interest, and talent.

A. Writing Club MI Al-Falah

MI Al-Falah formed an extracurricular Writing Club in 2023. Mrs. Sri Rahayu, M.Pd., a writer, guides it. Several children's reading books have been published by the major publisher Gramedia, as well as textbooks and national and international journals, so they are considered suitable for their duty and function. The members of the Writing Club, an extracurricular for the 2024/2025 school year, consist of twenty-one students from grades 4 to 6. In the implementation, the mentor collaborates with the media team of MI Al-Falah, which is responsible for the publication of the magazine board, bulletin, and social media related to the activities of the madrasah. This extracurricular elective is conducted regularly on Saturdays from 10:00 AM to 12:00 PM WIB. The Writing Club MI Al-Falah is oriented towards new literacy as initiated by the Ministry of Research, Technology, and Higher Education, which includes data literacy, technology literacy, and humanistic literacy aimed at preparing students to become lifelong learners capable of adapting and thriving in the era of industrial revolution (Ibda, 2020).

Referring to the study by Alinssan (2023), journalistic activities guided by a journalist are implemented through (1) watching videos and discussion, (2) spontaneous writing based on a theme, (3) revision by the instructor, and (4) publication. In the study, participants could narrate a story with a clear and detailed structure. The only shortcomings were in capitalization and

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punctuation. The Writing Club mentor at MI Al-Falah applied this method by starting the activity with watching the news video "Los Angeles Fire" aired by @officialiNews (<https://www.youtube.com/shorts/xdFxtYM3Cqs>), followed by discussing the news article "Five Photos That Explain Why the Los Angeles Fire Spread So Quickly" published on the site <https://www.bbc.com/indonesia/articles/cm29my3n147o>. In contrast to the study conducted by Alinssan (2023), the MI Al-Falah Writing Club encountered several challenges. The research findings indicate that the mentor's assessment of the participants uncovered their persistent low literacy level. This matter is evidenced by difficulties in reading comprehension, inadequate writing abilities, limited vocabulary usage, and obstacles in interpreting and generalizing information (Indrisano & Chall, 1995).

The interview results with the members of the Writing Club indicated that they seldom read, especially nonfiction writing such as news articles, journals, or educational books. They prefer watching videos to obtain information, particularly viral news stories. Many vocabulary items are considered unfamiliar, which hinders their comprehension of the reading material. They also struggle to translate their ideas into writing, possess a limited vocabulary, and do not understand the structure of good, correct, and effective sentence writing. Based on these identification results, the mentor carries out stages in the activities of the Writing Club with a new literacy-oriented approach. These stages are (1) pre-writing (tahdhirun lilkitabah); (2) writing training (tadribun lilkitabah); and (3) writing (alkitabah).

B. Implementation of the Writing Club with a new literacy-oriented

The pre-writing stage (tahdhirun lilkitabah) involves activities to foster the Writing Club members' interest and reading skills. Reading ability is the primary gateway for the broader development of literacy meaning (Fahrianur et al., 2023), enabling individuals to access, understand, and utilize information appropriately (Khansa Nabila et al., 2024). At each meeting, the mentor brings a personal collection of books to be loaned to members. Members are free to choose the books. They are required to read, rewrite the stories, and retell them orally. This method effectively enhances the member's literacy, evidenced by the increasingly varied vocabulary, improved sentence structure, and a deeper understanding of the reading material. Syafrizal et al. (2021) state that favored reading material can spark interest and develop literacy skills. Results from the interview and observation indicate that members of the Writing Club are beginning to make reading a hobby. They often visit bookstores and book fairs and buy books. They also exchange reading books. Members admit that reading broadens their horizons and greatly helps writing, especially in vocabulary selection, sentence structuring, and expanding ideas and thoughts. Continuous mentoring can cultivate reading and writing habits, which have implications for the increasing learner literacy (Syafrizal et al., 2021).

Another activity oriented towards data literacy in the pre-writing stage is dissecting and analyzing news through videos or texts. This stage aims to strengthen students' ability to understand data from the information obtained (N. K. E. Muliastirini, 2019) by honing reading, analyzing, and utilizing skills concerning a fact (Ibda, 2020). Members are requested to write down information and analyze it using the Kipling 5W + 1H method (What, Who, Where, When, Why, How), which is known as journalistic analysis in the pursuit of truth (Ibda, 2020). Under the guidance of the mentor, the student appeared enthusiastic. At the beginning of the activity, most students asked many questions. Students are admitted with a lack of self-confidence. However, they increasingly understood the information as they analyzed more videos and texts. Students can now analyze information using Kipling's method better than before and can even convey the information they have acquired orally and in writing.

According to Baran and Syarifuddin (2014), the mentor's method is an element of media literacy in the form of strategies for analyzing and discussing media messages that ultimately can adequately and effectively develop literacy skills. From the collected documents, the sentence structure written by students has improved, the information written has become more complete, and their analytical skills have sharpened. Finding facts, problems, and accurate information from mass media serves as a means to implement data literacy for students (Ibda, 2020). Students are also increasingly fond of nonfiction information.

The writing training stage (tadribun lilkitabah) is divided into two parts: nonfiction writing training in a bulletin and fiction writing in a novel and a short story. Nonfiction writing training is conducted by practicing writing a bulletin. A bulletin contains brief news published periodically by an institution (<https://kbbi.web.id>, 2025). Students are trained to write factual and current information from their surrounding environment and then present it as a bulletin. Oriented towards humanistic literacy, where students are stimulated to communicate and collaborate (Kulsum, 2019), the students are divided into groups. Each group consists of 4 to 5 members. Through group work, individuals will interact by sharing responsibility, agreeing, and collaborating to achieve goals (Laal & Ghodsi, 2012). As established by UNESCO, one of the pillars of education in preparation for the 21st century is learning to live together (Robiah, 2018), which necessitates collaboration skills.

The mentor employs a contextual method by preparing location options around the school to search for and produce information. This method provides opportunities for students through essential learning through experiences and collaboration (Davtyan, 2014). The location options include RPTRA (Ruang Pulik Terpadu Ramah Anak/Integrated Public Space Friendly to Children) Menteng Asri, the Irrigation River, and Ujung Menteng Market. After selecting the desired location, the students engage in a discussion to determine the news theme and sources and compile a list of appropriate questions. Based on the research findings, one group faced obstacles in their discussion, while the others appeared enthusiastic. This matter was attributed to two students with shy characteristics and different grade levels. Information obtained from parents and the class guardian indicated

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that one of the students indeed struggles with socialization. However, through mentor guidance, the discussion process proceeded well. Each group member expressed their idea, assigned tasks, and exchanged opinions.

At this stage, the mentor fosters humanistic literacy, allowing students to interact with others from diverse backgrounds, abilities, intellect, social context, experience, and emotion while striving to create a dynamic integration among one another (Marhamah et al., 2017). Students express that it is pretty challenging to unify ideas and thoughts, but in pursuit of a common goal, they must temper their egos and choose the best. Through collaboration and cooperation, each member will learn to enhance social relationships by accepting one another's strengths and weaknesses, providing mutual motivation and support that benefits everyone (Adinata et al., 2020). It is hoped that the students will develop the ability to work collaboratively in groups to achieve shared goals necessary for the 21st century.

The mentor reviews the list of questions prepared by the students to be presented to the source, makes revisions, and provides feedback. Subsequently, the students are invited to visit the selected location to gather information within 45 minutes. The research results indicate that students divided tasks among themselves, with some conducting interviews, taking notes, and capturing images. They appeared confident in conducting the interview session. Some groups even improvised questions. Three groups that chose the location at the RPTRA interviewed the library staff, the person in charge of the garden, and the person in charge of the fish pond, which was in line with the theme of the news they were to write. The group that chose Unjung Menteng Market interviewed a greengrocer. The group that selected the Irrigation Canal interviewed PPSU (Penanganan Prasarana dan Sarana Umum/Public Infrastructure and Facility Management) officers. The students collected information from the interview results, observation, and documents through notes, photos, and videos.

Data literacy-oriented students are stimulated to process data from various sources of information obtained, which is then produced into information (N. K. E. Muliastri, 2019) that can be understood and trusted by the public. Thus, the ability to analyze and draw students' conclusions is honed (Kamariah et al., 2023). Students write down information obtained from various sources in narrative form in their notebooks. In this activity, students discuss while writing, structuring, and composing sentences. Students search for standard vocabulary words through the online KBBI (Indonesian Language Dictionary) or consult with their mentor. The mentor corrects and revises the information written by the students. Subsequently, technology literacy is integrated by enhancing internet usage capability (N. K. E. Muliastri, 2019) and machine operation to achieve optimal results (Kamariah et al., 2023). The news that has been compiled is written using the Canva application to create a digital bulletin. The mentor teaches how to use the Canva application, from selecting a template, writing sentences, inserting images and photos from the gallery or the internet, adding elements, downloading, and sharing the project. Students can easily use the Canva application on laptops and mobile phones. They are pleased to gain new knowledge in using gadgets. The digital bulletin that has been created is then posted on WhatsApp for group discussion.

Fiction writing training. In this activity, students are guided to write a short story and a novel. The fiction writing training at the elementary school level is expected to cultivate imagination and creativity by enhancing writing skills (Nurmina, 2016). Students are taught how to generate an idea and a main idea and recognize characters, plot, conflict, resolution, and other intrinsic elements. Oriented towards technological literacy, the work is written using the Microsoft Word application. The research results indicate that students are not yet familiar with Microsoft Word. The mentor uses a projector to demonstrate the application's operation and facilitate guidance. At the beginning of the learning process, students repeatedly ask the mentor. However, after three meetings, the students began to write fluently using Microsoft Word. The students improved their technological literacy, evolving from level one, which involved only one or two experiences with technology, to level two, where they repeatedly used technology to complete their tasks (Syarifuddin, 2014). The mentor conducted a review to correct technical writing mistakes as well as writing structure.

Writing stage (alkitabah). The writing stage is divided into writing nonfiction and writing fiction. Writing nonfiction involves compiling bullet points and creating videos related to the school activities. After a mentoring process lasting two sessions in the writing training (tadribun lilitabah) for the bulletin, students make the bulletin independently. Students are divided into groups. Each group is assigned a news theme related to monthly school activities. The bulletin is distributed to the school community through the school blog digital platform, while the video is shared through YouTube. In September 2024, the group assignments include (1) Science Film Festival; (2) Super Camp for Scout Cadets; and (3) Gold Outbound for lower-grade students. In October 2024, the following activities will take place: (1) Field Trip P5RA Phase A, visit to the market; (2) Field Trip P5RA Phase B, visit to the Benyamin Sueb Museum; and (3) Field Trip P5RA Phase C, visit to the Setu Babakan Cultural Site. In November, it will feature BIAS (Bulan Imunisasi Anak Sekolah/School Children Immunization Month). February 2025 will include the Synergistic Tour. March will cover the Pesantren Kilat Ramadan, and April will encompass a series of the Golden Anniversary events for MI Al-Falah, celebrating 50 years.

The stage of writing the bulletin undertaken by students is oriented towards technological literacy and data literacy, where students' skills are honed in operating computer device and accessing the internet (Limilia & Aristi, 2019), producing news by synthesizing information from various sources and evaluating opinions or comments (Limilia & Aristi, 2019), thus creating information that can be understood by many. Humanistic literacy is developed during the discussion process, where the students

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appear to be seriously processing the data obtained. They write it down in their notebook before working on it in Canva. According to the students, they provide each other with feedback, express their opinions according to their understanding, and strive to respect others' views to complete their group assignment. Balkoom (1992) states that humanistic literacy can be fostered through collaborative activity that promotes mutual assistance, complementing one another, and expressing opinions according to knowledge to achieve a common goal.

The process of creating a bulletin goes through several stages, namely: (1) students seek information from various sources related to the news to be created; (2) students write a bulletin using the Canva application; (3) the mentor reviews it for discussion and provides input; (4) revision of the bulletin; and (5) publication of the digital bulletin through the MI Al-Falah blog in collaboration with the MI Al-Falah Media Team. Through the digital bulletin, it is hoped that the development of MI Al-Falah students in various activities can be more easily accessed by parents, anytime and anywhere, by utilizing the internet. By applying conventional knowledge towards digital, technological literacy positively contributes to the world of education (K. E. Muliastri, 2020), not only for the Writing Club members but also the entire school community. Students also practice communicating with various sources to obtain information. Students do not have difficulty operating a laptop or a mobile phone. Research findings indicate that the challenges students face in creating a bulletin include sorting the information obtained and organizing it into coherent information, constructing sentences with correct and effective structure, using capital letters appropriately, and employing standard vocabulary. Students often ask about relevant information and the structure of a sentence. Discussion occurs not only among students but also with the mentor. Engaging in discussion with a mentor instills the skill of humanistic literacy, as it trains students to process their heart, feeling, and thought while strengthening their character (N. K. E. Muliastri, 2019).

The creation of a vlog or video blog. According to KBBI, a vlog is a video that contains activities with a specific topic (<https://kbbi.web.id>, 2025), which corresponds to the activities covered by the student. This activity consists of several stages, namely (1) students create a video, (2) review of the video by the mentor, (3) revision of the video, and (4) publication of the video through the school's YouTube channel. In the making of the video, students did not encounter many obstacles. They proficiently use video creation applications such as Capcut, TikTok, or InShot. Each student has their own preference, which they favor and consider easier. The materials for video production are sourced from photos and videos of school activities. Based on the research findings, it is evident that each group member divides the task among themselves. Such as interviewing, taking a photo or video, and compiling the photo and video into a complete presentation that can provide information to the audience. For the produced video to be targeted, the mentor determines what information should be included in the video and the duration of the video. In this activity, the mentor provides feedback on the photo or video representing the activity. The mentor also corrects the writing of sentence structure, vocabulary, and capitalization displayed in the vlog.

Focusing on technology literacy, the mentor provides various video-making application options for creating a vlog. The students requested the mentor to teach how to make a video using Canva, which they had never used before. The students share and teach each other how to use the video maker application. Thus, an interaction occurs due to differences in the application of knowledge, the discovery of new things, and the absorption capacity of a learning material (Martha et al., 2014), which fosters both humanistic and technological literacy through learning a technology device. Students have reported that creating a video is both enjoyable and challenging because the content cannot be arbitrary; it must include informative images and video. This activity indicates that students are trained to develop literacy through practical technology skills, providing relevant and reliable information (Limilia & Aristi, 2019).

Writing nonfiction. In the academic year 2024/2025, students will participate in the Panen Karya event organized by the Dispusip (Dinas Perpustakaan dan Arsip/Library and Archive Service) and the Jakarta Education Office by submitting works in the form of a novel. MI Al-Falah will send five members of the Writing Club to represent the school. The writing activity will be held from March 14 to June 14, 2025. Students were chosen because they had written a short story anthology titled "Ceria Ceria Anak Baik" the previous year. The novel produced will be exhibited at the Taman Ismail Marzuki Library in Jakarta in October 2025. The writing process during the Idul Fitri holiday and the end of the second semester necessitated that communication be conducted virtually, namely through WhatsApp group and Google Meet. Communication proceeded smoothly. The mentor arranged a meeting to complete the work. The students appeared enthusiastic about finishing the novel. They did not mind attending, even though the meeting was held outside school hours and during the school holidays.

The results of the interviews with the students revealed that they are enthusiastic about completing their first solo book. They wish for their work to be read by many people soon. They are pleased to achieve better accomplishments than before. Whereas previously they produced an anthology of short stories, they are currently finishing a solo novel. As stated by Kurniawan et al. (2021), literacy can shape the spirit of students in building awareness to enhance self-identity. The mentor directs this activity towards technological literacy. Students are guided to write using the Microsoft Word application per the criteria established by the Regional Library and Archives Agency and the Education Office of Jakarta. The requirements include specifications regarding the type of paper, font type, margin, and spacing, converting a Microsoft Word file to PDF format, scanning data, registering, and submitting the manuscript through Google Form. It indicates that students are guided to develop

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technology literacy by using computers to complete tasks and utilizing the internet through mobile phones and PCs (Syarifuddin, 2014).

Students indicated that they are becoming increasingly accustomed to writing using Microsoft Word. In the beginning stage of writing, students are frequently asked to work with another student and the mentor. By the third meeting, the students appeared to write their work fluently using a laptop. They seem accustomed to using the online KBBI to check standard vocabulary. Students reported becoming more proficient in computer operations, and their writing speed has also increased. The participants' difficulties were evident when they filled out the Google Form to upload the manuscript and various files. However, after several attempts, they became quite skilled. Strengthening technology literacy occurred during this activity. According to K. E. Muliastri (2020), the optimal implementation of technology literacy at the elementary school level involves familiarizing students with technology without neglecting reading and writing literacy. At the stage of completing the novel, students are also introduced to plagiarism checks as evidence of the authenticity of their work using the Turnitin application, something they were not previously aware of.

Based on the research findings, the Writing Club of MI Al-Falah has implemented various activities focused on new literacy. According to Furbani (2024), a literacy program in school means engaging student in multiple aspects of literacy activities that are relevant, engaging, and have a direct impact on improving their literacy. From the presentation above, it is understood that the extracurricular Writing Club at MI Al-Falah is oriented towards new literacy while not neglecting old literacy. The enhancement of literacy, which includes data literacy, humanistic literacy, and technological literacy, is developed through various activities. The new literacy-oriented approach can equip students to face the challenge of 21st-century education. The works produced demonstrate that the student has experienced an improvement in both old and new literacy skills. Furthermore, the Writing Club extracurricular can serve as a platform to foster the students' interest, talent, and potential. This matter is evident from the increasing number of Writing Club members each year and the growing diversity of their works.

CONCLUSIONS

From the presentation above, it can be concluded that implementing the extracurricular Writing Club at MI Al-Falah is oriented towards new literacy through three stages. The first stage, pre-writing (*tahdhirun lilkitabah*), focuses on data literacy and correlates it with old literacy as the initial capital for literacy skills. This activity is done by reading preferred books, writing them down, and narrating them orally. Other activities include analyzing news videos and texts, and writing down the information obtained.

The second stage is writing training (*tadribun lilkitabah*). It focuses on data literacy, technology literacy, and humanistic literacy. Students are trained in a group to create a digital bulletin containing information about the local environment surrounding the school. The data was obtained through interviews, photographs, and videos. This information was also presented as a coverage video using applications such as Capcut, TikTok, InShot, and Canva. The writing phase also trains students to write fictional work in short stories by understanding ideas, recognizing premises, and creating a story outline.

The third stage is writing (*alkitabah*), which is oriented towards data literacy, technology literacy, and humanistic literacy by creating a digital bulletin and vlog that shows school activities in groups and nonfiction work in the form of a novel. The bulletin is published through the school's blog platform, while the vlog is published on YouTube. The book will be exhibited at the Panen Karya event at the Dispusip Jakarta in October 2025. Thus, the extracurricular Writing Club enhances students' potential, interest, and talent and fosters literacy skills.

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