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Strengthening Student Literacy Through Indonesian Language TKA Training at MI Hidayatullah Pringu

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Abstract

Purpose: This activity aims to strengthen the reading literacy skills of elementary school students through training in preparation for the Indonesian Language Academic Ability Test (TKA) at MI Hidayatullah Pringu.

Method: Summarize the study's research methodology. Describe briefly the research design, data collection methods, and any analytical techniques or instruments applied to the data analysis.

Practical Applications: The training provides a directed reading experience, an exercise in finding information, key ideas, inferences, vocabulary in context, authors' goals, evaluation of information, and conclusions. During activities, students' enthusiasm is seen very high through active involvement in exercises, discussions, and quizzes.

Conclusion: The activity shows that an interactive and practice-based training approach can be an alternative to literacy assistance and preparation for Indonesian language workers for madrasah students.

Introduction

Reading literacy is an important foundation for elementary school students to understand information, gain knowledge, and follow the learning process effectively. Reading skills are one of the basic skills that support students' success in various subjects, because most of the learning information is conveyed through text. Reading literacy is not only related to the ability to read fluently and precisely, but also includes the ability to understand information, find key ideas, identify important information, make inferences, interpret meaning, evaluate the content of the reading, and draw conclusions based on the information obtained. Thus, reading literacy skills need to be developed continuously so that students are not only able to read text, but also able to understand and use the information contained in it.

In the learning process in elementary school, the ability to comprehend reading becomes increasingly important because students are exposed to various types of texts with different characteristics and levels of complexity. Students can deal with narrative, informative, descriptive, explanatory texts, and other forms of text. Each type of text requires a different reading strategy so that the information contained in it can be understood optimally. Students need to be able to recognize explicit and implicit information, understand the relationship between ideas, interpret vocabulary based on context, and connect the information in the text with the questions given. These skills do not always develop automatically, so it requires reading habits and directed practice.

Strengthening literacy is also related to students' readiness to face various forms of assessment. One of them is the Indonesian Academic Ability Test (TKA) which requires students to understand reading and process information carefully. In working on literacy-based questions, students are not enough to rely only on reading skills quickly, but need to have a strategy in understanding questions, finding keywords, identifying relevant information, and using evidence contained in the text to determine answers. Therefore, preparation for TKA needs to be directed at strengthening literacy skills, not solely on practicing memorizing material or doing questions repeatedly.

MI Hidayatullah Pringu, Bululawang District, Malang Regency, is a partner in community service activities that focus on strengthening literacy and preparing Indonesian language TKA. Based on initial communication with the school, targeted literacy strengthening activities are needed and provide additional reading experiences and structured question practice. These activities are expected to help students recognize various strategies in understanding reading as well as provide experience in dealing with problems that require thinking skills and understanding of information.

In dealing with Indonesian TKA questions, students need to have a reading strategy with a clear goal. Students need to understand the demands of the question before determining the information to look for in the text. In addition, students need to get used to marking keywords, looking for relevant evidence in reading, distinguishing explicit and implicit information, understanding the meaning of words based on context, and drawing conclusions based on the overall information. These strategies can help students avoid mistakes in understanding questions and determining answers. The ability to read carefully is also important because the available answer choices can have almost similar information so that it requires precision in choosing the answer that best suits the content of the text.

The problems that are of concern in this activity include the diverse ability of students to find information and main ideas, make inferences and conclusions, interpret vocabulary based on context, evaluate the content of the reading, and maintain precision and time management when working on problems. These differences in abilities show the need for activities that not only provide theoretical explanations, but also provide opportunities for students to practice reading strategies directly. The exercises that are carried out gradually are expected to help students understand how to find important information and develop a more systematic mindset in solving text-based problems.

In addition to cognitive abilities, the confidence aspect is also an important part of preparing students for assessments. Students who have reading skills but lack confidence may experience difficulties when facing texts or questions with a higher level of complexity. On the other hand, the experience of doing exercises and obtaining feedback can help students recognize their abilities and parts that still need to be improved. Therefore, service activities are designed in an interactive learning atmosphere so that students can practice, discuss, get feedback, and reflect on their learning process.

Based on these conditions, this community service activity is designed not only in the form of delivering material, but also involves guided exercises, interactive quizzes, tryouts, and reflections. Guided exercises are used to introduce strategies for understanding the text and solving problems gradually. Interactive quizzes are used to increase student involvement as well as test comprehension directly. Tryouts are given to provide students with experience in working on problems with conditions that are more similar to assessments, including in the aspects of accuracy and time management. Furthermore, reflection activities are used to help students recognize the difficulties faced and strategies that can be used to improve them.

Through this series of activities, it is hoped that strengthening literacy will not stop at improving the ability to answer questions, but also build more active, critical, and directed reading habits. Students are expected to be able to understand information better, use evidence from texts in determining answers, and develop confidence in dealing with various forms of reading and assessment. Thus, this service activity is expected to provide benefits for students in improving literacy skills while supporting their readiness in facing Indonesian language workers.

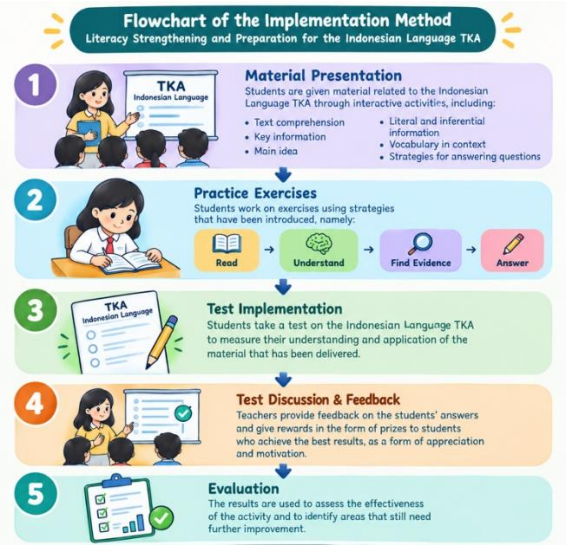
Method

This community service activity is carried out through a direct learning method followed by giving tests to students. The activity is aimed at grade VI students of MI Hidayatullah Pringu, Bululawang District, Malang Regency, as a form of strengthening literacy skills and preparing for Indonesian Language TKA. The implementation of the activity began with the delivery of material about Indonesian Language TKA. The material is provided interactively so that students can understand the concepts and strategies needed in working on reading-based questions. The material includes the introduction of TKA, the ability to understand texts, find important information, conclude the content of the reading, assess the content or actions in the text, and answer questions based on evidence from the reading.

Furthermore, students were given an explanation of reading and problem writing strategies, namely reading questions, searching for keywords, finding evidence in the text, identifying trickster answers, and double-checking answers. These strategies are used to help students read more directed, thoroughly, and efficiently. After the delivery of the material is completed, the activity continues with the provision of tests/exercises for Indonesian Language TKA. The test is given to find out the extent to which students are able to apply the material and strategies that have been presented. The questions given include understanding explicit information, main ideas, implicit information, conclusions, and the ability to evaluate the content of the reading. In addition, students are also directed to apply the strategy of finding evidence in determining answers.

In the final stage, the results of the students' work are used as evaluation material for the understanding of the material that has been given. The discussion of the answers is carried out by providing an explanation of the reasons for the selection of answers and the evidence contained in the text. Thus, the activity is not only oriented to the test results, but also helps students understand mistakes and strengthen strategies in solving literacy problems. Overall, the stages of the activity consist of: (1) the delivery of the material, (2) the practice and application of reading strategies, (3) the administration of tests, (4) the discussion of test results, and (5) the evaluation of the activity.

Figure 1. Stages of Implementation of Activities



Source: Author's Work, 2026.

Result

Literacy strengthening activities and preparation for the Indonesian Language Academic Ability Test (TKA) were carried out at MI Hidayatullah Pringu, Bululawang District, Malang Regency. The activity was attended by grade VI students with a focus on strengthening reading comprehension skills and skills in solving literacy-based problems. The implementation of activities was carried out through the delivery of materials, practice questions, giving tests, discussions, and giving appreciation to students who obtained the best results.

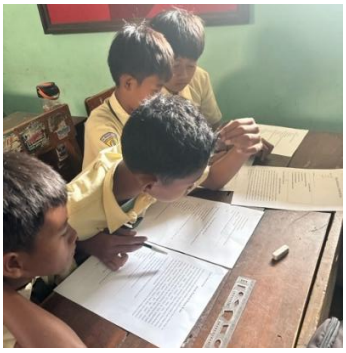
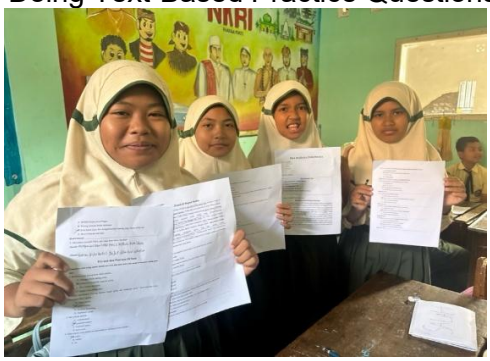
Photo 1. Delivery of Indonesian Language TKA Material to Students



Source: Private Documentation, 2026.

The activity began with the delivery of material about Indonesian Language Workers. The material was delivered interactively using presentation media and sample questions. Students were given an understanding of how to understand the text, find important information, determine the main idea, distinguish explicit and implicit information, understand the meaning of words based on context, and draw conclusions. In addition to the material, students were also introduced to the "Read–Understand–Find Evidence–Answer" strategy as a step in solving reading-based problems.

Photo 2. Student Activities In Doing Text-Based Practice Questions

Source: Private Documentation, 2026.

During the delivery of the material, students show good attention and involvement. The presenter provides sample questions and invites students to find the information contained in the reading. The interaction provides an opportunity for students to understand the material while trying to apply the strategies described. After the delivery of the material, students are given practice questions. At this stage, students are asked to read the text, find relevant information, determine answers, and provide reasons based on the content of the reading. Practice activities are carried out to provide opportunities for students to apply the material that has been obtained directly.

Photo 3. Giving Appreciation To Students With The Best Test Results



Source: Private Documentation, 2026.

The next stage is the giving of tests to students. The test is given after the material and exercises are completed. The questions given are related to the ability to understand reading, find information, determine the main idea, understand explicit and implicit information, and draw conclusions. Students take the test directly by applying the strategies that have been given during learning. The results of the test show that there are students who are able to get good grades. As a form of appreciation for the learning results and student participation during the activity, the service team gives appreciation in the form of prizes to students who get the best grades.

Photo 4. Group Photo Of The Service Team, Teachers, And Students



Source: Private Documentation, 2026.

The giving of appreciation received a positive response from students. Students looked enthusiastic and showed joy when receiving the award. In addition to being a form of appreciation for the results obtained, the activity also motivated students to continue to improve their reading and comprehension skills. Overall, the activity went well and received a very positive response from students. The enthusiasm of the students was seen from the delivery of the material, practicing questions, to the implementation of the test. Students also showed the courage to answer questions, discuss, and follow the activity until it was completed. The documentation of the activity shows the active involvement of students and support from the school during the implementation of the program. This activity also provides a more directed learning experience to students in dealing with literacy-based Indonesian language questions.

Discussion

The very high enthusiasm of students shows that literacy training that uses a hands-on approach and interactive activities can create an interesting learning atmosphere. This is relevant to the design of activities that place students as active participants and use quizzes or educational games to maintain engagement. When the strategy of reading directly is practiced on texts and questions, students get the opportunity to connect concepts to the problem-solving process.

The activity also shows the importance of reading habituously based on evidence in the text. Students are directed not only to choose answers based on estimates, but to look for information that supports answers. This strategy is relevant to the needs of Indonesian language workers because the ability to find information, understand main ideas, make inferences, and draw conclusions requires precision in reading.

In terms of sustainability, the modules and training packages produced can be used by teachers as mentoring materials after the activity is completed. Collaboration between universities and schools also has the potential to be developed through literacy activities or subsequent academic mentoring. However, this article needs to be understood as a report on the implementation of activities; detailed quantitative data on pre-test and post-test results are not available in the proposal that is the main source, so numerical score improvement is not presented.

The implementation of the activity shows that strengthening literacy through the delivery of material followed by exercises and tests can create an active learning process. Students not only get an explanation of the Indonesian language TKA material, but also get the opportunity to directly apply reading and understanding strategies for reading and understanding the questions. One of the things that stood out during the activity was the enthusiasm of the students who were very extraordinary. Students showed attention when the material was delivered and were involved in practice and test activities. This condition shows that activities that combine material explanations with direct practice can make the literacy learning process more interesting for students.

The "Read–Understand–Find–Proof–Answer" strategy also provides a simple framework for students to deal with reading-based questions. Students are directed not only to read the text and choose answers based on estimates, but to first understand the questions, look for relevant information, and use the evidence in the text as the basis for determining answers. This approach helps students build a habit of reading more carefully and in a more targeted manner.

The giving of tests after the learning process provides an overview of the students' ability to apply the material that has been delivered. The existence of students who get the best grades and get appreciation shows that some participants are able to understand and apply the material well. Giving prizes also has motivational value because it can reward students' efforts and encourage the emergence of a spirit for learning. The enthusiasm of students during the activity is an important finding in the implementation of this service. The positive

response shows that literacy activities do not have to be carried out through one-way delivery of material, but can be combined with sample questions, exercises, discussions, and evaluations. The direct involvement of students gives them the opportunity to practice their reading skills and understand information in the context of real problems.

Figure 2. Results of the Indonesian Language Literacy Test for Foreign Workers

Group	Number of Correct Answers	Number of Wrong Answers	Score	Remarks
Group 1	20	0	100	All correct
Group 2	19	1	95	1 incorrect
Group 3	19	1	95	1 incorrect
Group 4	18	2	90	2 incorrect
Group 5	18	2	90	2 incorrect
Group 6	18	2	90	2 incorrect
Average	18.5	1.3	93,3	Very Good

Source: Author's Work, 2026.

However, the results of this activity need to be understood proportionally. Because the evaluation is carried out through tests after the delivery of the material and does not use pre-test and post-test designs, this activity cannot be used to measure the improvement of students' literacy skills quantitatively. The results that can be shown directly are student involvement, enthusiasm during the activity, students' ability to complete the test, and the presence of students who get the best results. Thus, activities to strengthen literacy and prepare Indonesian Language Workers at MI Hidayatullah Pringu can be a form of assistance that provides a direct learning experience to students. This activity not only provides an understanding of the strategy for working on questions, but also builds the courage, thoroughness, and motivation of students in facing Indonesian reading and questions. For the next activity, evaluation can be developed using pre-test and post-test so that changes in students' abilities can be measured more objectively and measurably.

Conclusion

The service activity in the form of training for the preparation of Indonesian Language Literacy TKA at MI Hidayatullah Pringu provides an active and directed learning experience for students. Implementation through assessments, reading strategy modeling, guided exercises, quizzes, tryouts, post-tests, and reflections are able to encourage student involvement. The main result seen during the implementation is the enthusiasm of students who are very extraordinary in participating in materials, exercises, discussions, and interactive activities. The activity also produces practice materials that can be used for further mentoring. For sustainability, schools can use available modules and training packages and develop literacy exercises periodically. More detailed quantitative measurements through pre-tests and post-tests in subsequent activities can be used to strengthen evidence of improving students' abilities.

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