

Wall Magazine Workshop to Strengthen the Student Literacy Ecosystem at SD Negeri 2 Tukmudal

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ABSTRACT

SD Negeri 2 Tukmudal had no wall magazine (mading), so school information was delivered verbally and through text messages, and students had no dedicated space to display their work. This community service program aimed to provide a publication space for student work and to facilitate student participation in producing works for it, as a contribution to the school's literacy ecosystem. The "Madingku Literasiku" workshop was carried out by student teachers of the PPL PPG program of Universitas Muhammadiyah Cirebon for 38 fifth-grade students in four stages: preparation, socialization, implementation, and evaluation. Data came from a preliminary interview with the mentor teacher, general observation, oral partner feedback, and documentation, and were described narratively. Students formed eight groups and produced nine works (two posters, two calligraphy pieces, one poem, two pantuns, one short story, and one illustration), displayed on a school-made wall magazine. Active participation was observed, although contributions within groups were uneven, and partners gave positive oral feedback. Literacy skills and habits were not measured, so the results describe outputs and short-term participation only. Further evaluation with measurable indicators is needed.

Keywords: wall magazine; literacy ecosystem; student works; community service; elementary school

INTRODUCTION

Literacy is often understood narrowly as the ability to read and write. UNESCO, however, treats literacy as part of lifelong learning that enables people to identify, understand, interpret, create, and communicate information in social, cultural, and educational life.¹ In schools, literacy development depends not only on classroom instruction but also on an environment that gives students regular opportunities to read, write, discuss, and present their work.²

Concern about students' literacy in Indonesia is well documented. In PISA 2022, Indonesia's mean reading score was 359, compared with an OECD average of 476.³ The preliminary interview with the mentor teacher at SD Negeri 2 Tukmudal also pointed to the digital era as a factor that shapes children's literacy. In this context, schools are expected to provide media and activities that invite students to engage with texts and with one another's work.⁴

¹ UNESCO, "What You Need to Know about Literacy," UNESCO, 2026, <https://www.unesco.org/en/literacy/need-know>.

² Sri yulia sari & meira dwi indah purnama, "Alternatif Implementasi Gerakan Literasi Sekolah (GLS) Di Madrasa Pada Masa Pandemi Covid-19" 3, no. 1 (2022): 12–21.

³ Seuneubok Lada et al., "Mengembangkan Gerakan Literasi Sekolah Internasional Untuk Evaluasi Prestasi in International Reading Literacy Study Organization for Economic Cooperation and Development) Dalam Programme For," *Jurnal Ilmu-Ilmu Sejarah, Sosial, Budaya Dan Kependidikan* 5, no. 1 (2018): 153–66.

⁴ Engelika Ringo Sari and Felisitas Victoria Melati, "Peran Kegiatan Gerakan Literasi Sekolah Dalam Meningkatkan Kebiasaan Membaca Siswa Kelas V SD Negeri 10 Tiga Desa," *Invention: Journal Research and Education Studies* 6, no. 3 (2025): 200–211, <https://doi.org/10.51178/invention.v6i1.2460>.

SD Negeri 2 Tukmudal, in Sumber Subdistrict, Cirebon Regency, had no wall magazine before this program. Information was conveyed verbally and through text messages, and students had no dedicated place at school to display their work or to read the work of their peers. For a literacy ecosystem, this matters because students' written and visual work had no regular public outlet in the school, which limits the chance for peers to read, view, and respond to it.⁵

A wall magazine is a publication medium that can carry school information as well as students' writings and visual works. Studies in elementary school and community service settings have examined wall magazines in relation to literacy culture,⁶ reading interest,⁷ reading literacy development,⁸ writing skills,⁹ creativity and critical thinking,¹⁰ and student enthusiasm in producing works.¹¹ Community service reports also describe making activities for literacy and creativity in a community learning center¹² and making training for writing and general literacy in elementary schools.¹³ Research on school literacy programs more broadly relates the School Literacy Movement (GLS) to reading habits and reading interest¹⁴ and points to the role of school leadership.¹⁵

These studies show that wall magazines are used in varied ways, but they tend to report one particular outcome, such as interest, skills, or creativity. Less is reported on the practical sequence by which a school with no wall magazine can start: preparing the medium, preparing students to produce works, publishing the works, and recording the constraints that appear along the way.¹⁶

⁵ Eileen du Plooy, Daleen Casteleijn, and Denise Franzsen, "Personalized Adaptive Learning in Higher Education: A Scoping Review of Key Characteristics and Impact on Academic Performance and Engagement," *Heliyon* 10, no. 21 (2024), <https://doi.org/10.1016/j.heliyon.2024.e39630>.

⁶ Ami Nur Amini and Sri Marmoah, "Implementasi Budaya Literasi Dengan Pemanfaatan Majalah Dinding Di Sekolah Dasar," *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar* 10, no. 2 (2023): 269, <https://doi.org/10.24042/terampil.v10i2.17175>.

⁷ Marselina Yolanda Bupu et al., "Improving Reading Interest Through the Wall Magazine Program for Elementary School Students in Bajawa, Indonesia," *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan* 5, no. 5 (2025): 1, <https://doi.org/10.17977/um065.v5.i5.2025.1>.

⁸ Ahmad Rizky and Sasmita Sari, "Wall Magazine Utilization and Reading Literacy Development : A Newman Error Analysis Framework Study in Elementary Education" 5, no. 1 (2026): 1470–85.

⁹ Dian Iswibowosari and Hendra Baharuddin, "Improving Students' Writing Skills Through Media Wall Magazines in Indonesian Language Learning," *Jurnal Dieksis Id* 3, no. 1 (2023): 14–22, <https://doi.org/10.54065/dieksis.3.1.2023.193>.

¹⁰ Ani Rakhmawati et al., "Peningkatan Berpikir Kritis Melalui Salin Tempel Pada Majalah Dinding Kreatif Siswa SDN Gebang 3 Surakarta Improving Creativity through Creative Making For Students of SDN Gebang 3 Surakarta," *Jurnal Pengabdian Masyarakat Indonesia Sejahtera* 3, no. 1 (2024): 23–29, <https://doi.org/10.59059/jpmis.v3i1.1120>.

¹¹ Diana Febri Wuri Nastiti, Tampung N. Saman, and Akhmad Fauzan, "Program Majalah Dinding Untuk Mendorong Antusiasme Siswa Dalam Berkarya," *Joong-Ki : Jurnal Pengabdian Masyarakat* 4, no. 4 (2025): 1319–25, <https://doi.org/10.56799/joongki.v4i4.9942>.

¹² Mia Amelia, Mila Amalia, and Herlina Siregar, "Upaya Peningkatan Literasi Dan Kreativitas Peserta Didik Di Sanggar Kegiatan Belajar," *Pengabdian Kepada Masyarakat Indonesia SEAN* 2, no. 01 (2024): 28–34.

¹³ Lisnasari Andi Mattoliang et al., "Jurnal Citra Kuliah Kerja Nyata Stkip Citra Bakti," *Jurnal Citra Kuliah Kerja Nyata Stkip Citra Bakti* 2, no. 2 (2024): 82–88, <https://doi.org/10.38048/jckkn.v2i2.3703>.

¹⁴ Wahyuni Dwi Aryani and Heru Purnomo, "Gerakan Literasi Sekolah (GLS) Dalam Meningkatkan Budaya Membaca Siswa Sekolah Dasar," *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)* 5, no. 2 (2023): 71–82, <https://doi.org/10.30599/jemari.v5i2.2682>.

¹⁵ Agus Darmuki and Sri Surachmi, "Trihayu: Jurnal Pendidikan Ke-SD-an Studi Kasus Kepemimpinan Kepala Sekolah Terhadap Literasi Siswa Sekolah Dasar," *Trihayu: Jurnal Pendidikan Ke-SD-An* 11, no. 1 (2024): 13–26.

¹⁶ Elhefni Elhefni et al., "Use of Word Wall Learning Media to Improve Learning Outcomes Indonesian Learning in Elementary Schools," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 2 (2023): 1556–62, <https://doi.org/10.35445/alishlah.v15i2.1447>.

This article reports “Madingku Literasiku,” a student community service (PMdS) activity carried out by student teachers of the PPL PPG program of Universitas Muhammadiyah Cirebon at SD Negeri 2 Tukmudal. It does not claim to be the first or a new model. Its contribution is contextual and practical: it documents how a wall magazine workshop was implemented in a school that had no wall magazine, what was produced, how participation was observed, and which constraints and conditions for continuation were identified. Conceptually, it sets out a workshop-to-publication pathway through which such an activity may support a school literacy ecosystem, and it separates what was documented from what still needs evaluation. The objectives were (1) to introduce the concept of the school wall magazine to fifth-grade students, (2) to facilitate students in producing works suitable for publication, (3) to provide a wall magazine as a publication space for student works, and (4) to describe the implementation, the observed participation, and the constraints of the activity.

Theoretical Foundation

This section combines the concepts of literacy, the school literacy ecosystem, the wall magazine, and the workshop into one conceptual pathway that guides the activity and the reading of its results.¹⁷

Literacy and the school literacy ecosystem

Literacy covers the ability to identify, understand, interpret, create, and communicate information.¹⁸ In the national guide to the School Literacy Movement for elementary schools, building a school literacy ecosystem is the aim of the movement, and the ecosystem covers three environments: the physical environment, the social and affective environment, and the academic environment.¹⁹ It involves the whole school community.²⁰ A literacy-friendly ecosystem is characterized by a supportive physical setting, a motivating social and affective climate, and an academic environment that offers opportunities to read, write, and present work.²¹ In this view literacy is a shared practice and not only an individual skill.

The wall magazine as a publication medium

A wall magazine is placed in classrooms, hallways, or other strategic places to display writings, pictures, poems, posters, and other works.²² In elementary schools it can serve as an information medium, a platform for expression, and a means of recognizing student work.²³ Studies report links between wall magazine activities and literacy-related outcomes such as reading interest, creativity, and critical thinking.²⁴ The wall magazine itself is a medium. Its

¹⁷ Munadhil Abdul Muqith et al., “Media Literacy Ecosystem Model for Senior High Schools in Indonesia,” *International Journal of Media and Information Literacy* 9, no. 2 (2024): 377–88, <https://doi.org/10.13187/ijmil.2024.2.377>.

¹⁸ UNESCO, “What You Need to Know about Literacy.”

¹⁹ M.Si Gerakan Literasi Sekolah (GLS) Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar. (Jakarta: 2020) Dr. Uswatun Hasanah, *Gerakan Literasi Sekolah (GLS) Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*. (Jakarta: 2020), Hal. 13, WWW.Quipperblog.Com, 2021, <https://www.quipper.com/id/blog/info-guru/gerakan-literasi-sekolah/>.

²⁰ Ariyatun Ariyatun et al., “Prosiding Seminar Nasional Pascasarjana Evaluasi Dan Analisis Program Gerakan Literasi Sekolah Pada Penilaian Kompetensi Minimal Siswa Menggunakan Model Countenance Stake,” *Evaluasi Dan Analisis Program Gerakan Literasi Sekolah Pada Penilaian Kompetensi Minimal Siswa Menggunakan Model Countenance Stake*, 2019, 167–75, <http://pps.unnes.ac.id/pps2/prodi/prosiding-pascasarjana-unnes>.

²¹ Sri yulia sari & meira dwi indah purnama, “Alternatif Implementasi Gerakan Literasi Sekolah (GLS) Di Madrasa Pada Masa Pandemi Covid-19.”

²² Iswibowosari and Baharuddin, “Improving Students’ Writing Skills Through Media Wall Magazines in Indonesian Language Learning.”

²³ Amini and Marmoah, “Implementasi Budaya Literasi Dengan Pemanfaatan Majalah Dinding Di Sekolah Dasar.”

²⁴ Rakhmawati et al., “Peningkatan Berpikir Kritis Melalui Salin Tempel Pada Majalah Dinding Kreatif Siswa SDN Gebang 3 Surakarta Improving Creativity through Creative Mading For Students of SDN Gebang 3 Surakarta.”

contribution depends on how students are involved in producing for it and on how it is managed over time.²⁵

The workshop as a participatory strategy

In this article, a workshop refers to a practice-oriented session in which participants learn concepts and then apply them in guided group work to produce a product. Workshops have been used in literacy-focused community service, for example for early childhood educators²⁶ and for elementary school teachers.²⁷ For students, a workshop gives an organized way to understand the wall magazine and to prepare works for publication.²⁸

Conceptual pathway

Bringing these concepts together, the program rests on the following expected pathway: a workshop leads to student works; the works are published on the wall magazine; publication creates opportunities for peers to read, view, and appreciate the works; these opportunities may encourage repeated literacy activities; and, over time, they may support the school literacy ecosystem. This pathway is an expected mechanism and not proof that every stage, or the final effect, occurred. Table 1 states which stages are documented in this program.

Table 1. Conceptual pathway and the evidence available in this program

Pathway element	Expected mechanism	Evidence in this program
1. Workshop	Gives students an understanding of the wall magazine and guided practice	Documented (Figures 3–6)
2. Student works	Students discuss, collaborate, and produce works	Documented: 8 groups, 9 works (Figure 5, Table 2)
3. Publication on the wall magazine	Works are displayed in a public space at school	Documented: 1 wall magazine in front of the teachers' office (Figure 7)
4. Interaction and appreciation	Peers read, view, and respond to the displayed works	Not documented (no record of students reading or responding after display)
5. Habitual literacy activities	Repeated cycles of reading, writing, and publishing	Not documented: one cycle only; the principal states an intention to continue
6. Support for the literacy ecosystem	Physical, social, and academic conditions support literacy	Partial: a physical medium is now available; effects on the ecosystem were not measured

IMPLEMENTATION METHOD

Partner, participants, and problem

The program was carried out at SD Negeri 2 Tukmudal, Sumber Subdistrict, Cirebon Regency, as a student community service (PMdS) activity within the PPL PPG program of Universitas Muhammadiyah Cirebon (2026, Cohort 1). The participants were 38 fifth-grade students. The principal, the mentor teacher, the school coordinator, and the field supervisor took part in coordination, in the workshop, and in the evaluation. The problem identified with the partner was the absence of a wall magazine, which meant that information was delivered verbally and through text messages and that students had no dedicated space to show their work

²⁵ Diana Febri Wuri Nastiti, Tampung N. Saman, and Akhmad Fauzan, "Program Majalah Dinding Untuk Mendorong Antusiasme Siswa Dalam Berkarya."

²⁶ Haswinda Harpriyanti and M Saufi, "Workshop on Optimizing Literacy in Reading, Writing, and Numeracy for Early Childhood Educators in PAUD Cluster III, Kertak Hanyar District" 4 (2025): 51–60.

²⁷ Andi Mattoliang et al., "J. Citra Kuliah Kerja Nyata Stkip Citra Bakti."

²⁸ Lynn M Besa and Richard E Parcon, "The Seminar-Workshop Experience in Journalism Class : A Best Practice ?," *International Journal of Humanities and Social Sciences* 10, no. 3 (2018): 45–55.

or to read their peers' work. The program is reported as a community service activity with a descriptive approach, not as a research design. It was implemented in four stages.

Stages of implementation

Preparation. The team held a preliminary interview with the mentor teacher about the condition of literacy at the school. The team then planned the objectives, targets, content, and methods of the activity, consulted the mentor teacher and the field supervisor, and coordinated with the principal. The workshop materials were prepared, and the team made one wall magazine from board for installation at the school.

Socialization. Fifth-grade students were informed about the workshop and divided into small groups. Each group chose the type of work it would develop (poster, calligraphy, poem, pantun, short story, or illustration) so that students could prepare ideas before the workshop.

Implementation. The workshop began with an opening by the principal, followed by a presentation of the definition, benefits, content, and methods of making a wall magazine, with examples of works. Groups then produced their works with guidance from the implementing team, and the finished works were displayed on the wall magazine.

Evaluation. A reflection session was held with the field supervisor, the mentor teacher, the school coordinator, and the principal. Feedback was given orally in discussion.

Data sources and evaluation techniques

Four sources of information were used.²⁹ First, the preliminary interview with the mentor teacher, which gave information on the school's literacy condition. Second, general observation of student participation during the workshop by the implementing team, without a specific instrument or fixed observation aspects. Third, oral feedback from partners in the reflection session. Fourth, documentation in the form of photographs of the activities (Figures 1–8) and the students' works. Data were organized by stage of implementation and described narratively. The number of groups and works was counted from the documentation. No statistical analysis and no measurement of literacy skills were carried out.

Success indicators and limits of the evidence

The indicators of implementation that can be traced to evidence are: (1) the workshop was carried out through the four planned stages, as shown by documentation; (2) students' participation was observed during the workshop; (3) every group produced a work; (4) the works were displayed on the wall magazine; and (5) partners gave feedback on the activity in the reflection session. These indicators were not set as formal targets before the activity and are examined retrospectively. Because no pretest, posttest, rubric, or reading record was used, the indicators describe implementation and participation only. They cannot show changes in students' literacy skills or habits.

RESULT AND DISCUSSION

Results

The results are grouped into outputs, short-term outcomes, and the status of impact, so that what was produced is not confused with what changed.

Outputs: implementation and products

Preparation and coordination. The team discussed the design of the activity and presented it to the mentor teacher and the field supervisor for input and approval, then coordinated with the principal to confirm that the activity matched the school's needs (Figure 1). Such coordination between a university and its partner is a basis for community service

²⁹ Azrani Mohd Zain et al., "Coaching and Mentoring as a Teaching Supervision Approach in Secondary School," *International Journal of Human Resource Studies* 11, no. 4S (2021): 98, <https://doi.org/10.5296/ijhrs.v11i4s.19233>.

activities.³⁰ One wall magazine was made from board and installed in front of the teachers' office. It is the first wall magazine at the school.



Figure 1. Coordination between the PPL team and school officials

Socialization. In the socialization stage (Figure 2), fifth-grade students were informed about the workshop, formed eight groups, and chose the type of work for their group.



Figure 2. Socialization activity for students

Workshop. The workshop was attended by 38 fifth-grade students, the field supervisor, the mentor teacher, the school coordinator, and the principal. The principal opened the event (Figure 3). The implementing team then presented the definition, benefits, content, and methods of making a wall magazine, with examples of works (Figure 4).



Figure 3. Opening of the workshop

³⁰ Fathul Qorib, "Tantangan Dan Peluang Kolaborasi Antara Perguruan Tinggi Dan Masyarakat Dalam Program Pengabdian Di Indonesia," *Journal of Indonesian Society Empowerment* 2, no. 2 (2024): 46–57, <https://doi.org/10.61105/jise.v2i2.119>.



Figure 4. Presentation of materials by the PPL team

Group practice and publication. The groups worked on their chosen works with guidance from the implementing team (Figures 5 and 6). Eight groups produced nine works (Table 2), which were displayed on the wall magazine (Figure 7).



Figure 5. Group art project creation



Figure 6. PPL members assisting workshop participants



Figure 7. Student works displayed on the wall magazine

Table 2. Student works produced and displayed on the wall magazine

Type of work	Number of works	Form
Poster	2	Visual
Calligraphy	2	Visual / written
Poem	1	Literary text
Pantun	2	Literary text
Short story	1	Literary text
Illustration	1	Visual
Total (8 groups)	9	

Description: eight groups produced nine works, so one group produced two. Group 8, which created one illustration and one calligraphy.

Short-term outcomes: observed participation and partner feedback

General observation showed that students took part in group discussions, shared ideas, and worked together on the works they had chosen, from planning to completion. This observation was not quantified and was not made with a specific instrument. Two constraints were also seen. Students' abilities varied, and in each group some members did not contribute to the group work. Participation was therefore active overall but not evenly distributed.

In the reflection session (Figure 8), the field supervisor commented on the planning and implementation and said that the activity engaged students actively. The mentor teacher said that students were enthusiastic throughout, from designing their works to displaying them. The principal responded positively and said that similar activities would be continued and expanded in the next semester. These statements are partners' oral impressions and an expressed intention. They are not measurements of student outcomes.



Figure 8. Documentation session of the workshop activities

Table 3. Outputs, short-term outcomes, and impact in this program

Level	What was found	Status of evidence
Output	Workshop held in four stages; 8 groups produced 9 works; 1 wall magazine installed and used to display the works	Documented (Figures 1–8, Table 2)
Short-term outcome	Active participation observed overall; contributions uneven within groups; positive oral feedback from partners; stated intention to continue	Partly documented: general observation and oral feedback, no instrument
Impact	Change in students' literacy skills or in school literacy culture	Not assessed. Needs measurement over time

Discussion

Provision of a publication medium. Before the program, the school had no wall magazine and students had no place to publish their work. The program addressed this condition directly, because one wall magazine now exists and nine student works were displayed on it. In terms of the literacy ecosystem, this is a contribution to the physical environment.³¹ A single board in front of the teachers' office is a necessary condition for publication, but it is not by itself a literacy culture.

Production and publication as an opportunity. The works covered several forms. Four were literary texts (one poem, two pantuns, and one short story) and five were visual or calligraphic works. Producing them gave students an occasion to write, to express ideas, and

³¹ Juliet Scott-Barrett et al., "Nurturing Curiosity and Creativity in Primary School Classrooms," *Teaching and Teacher Education* 135, no. September (2023): 104356, <https://doi.org/10.1016/j.tate.2023.104356>.

to discuss and divide tasks within a group, which reflects the social side of literacy. Displaying the works offers other students a chance to read, view, and respond to them. This is a potential mechanism, as set out in Table 1. The program has no record of students reading or responding to the displayed works, so this part of the pathway remains to be observed. Producing works also does not equal mastery of literacy skills, and enthusiasm does not equal improved ability.

Relation to previous studies. As in community service reports on wall magazines that describe students' enthusiasm in producing works³² and creativity and literacy,³³ this program observed active participation and the production of works. The difference lies in the evidence. Several earlier studies address specific outcomes, such as reading interest,³⁴ writing skills,³⁵ and critical thinking.³⁶ This program did not measure any of these, so its findings cannot confirm or contradict such effects. The literature on GLS also stresses consistent and sustained programs.³⁷ The program is consistent with that view only as a first cycle.

Supporting factors and constraints. Several factors appeared to support the implementation: coordination with the school before the activity, the principal's presence at the opening, which is consistent with the role of school leadership in literacy programs,³⁸ work in small groups, and guidance from the implementing team. Constraints were the varied abilities of students and the uneven contribution of group members. Future activities could consider assigning clear roles within each group and giving more guidance to students who need it. These are suggestions drawn from the constraint, not findings.

Sustainability. The principal stated an intention to continue similar activities in the next semester. This is a stated plan, not evidence of continuation. Whether the wall magazine becomes part of school literacy practice will depend on how it is managed, for example who is responsible, how often works are replaced, and how teachers link it to classroom activities.³⁹

Limitations. The evidence has clear limits. There was no pretest or posttest, observation was general and made without an instrument, partner feedback was given orally, and the program covered one grade, one wall magazine, and one cycle. The implementers were also the evaluators, which may affect how the activity was seen. The results therefore describe the implementation of the program in one school. They do not show improvement in literacy skills and they cannot be generalized.

Implications. For the school, the wall magazine can be kept active through routine management and teacher involvement. For similar community service activities, simple

³² Uun Nafi'ah, Nurhidayati, and Rintis Rizkia Pangestika, "The Effect of Literacy-Habituatation on Improving the Results of Assessment Competency Minimum Literacy Class-V SDN Binangun," *Lectura: Jurnal Pendidikan* 16 (2025): 368–79.

³³ Amelia, Amalia, and Siregar, "Upaya Peningkatan Literasi Dan Kreativitas Peserta Didik Di Sanggar Kegiatan Belajar."

³⁴ Dewi Fatima et al., "The Correlation Between Undergraduate-Students'," *JOLLT Journal of Languages and Language Teaching* 10, no. 3 (2022): 343–55.

³⁵ Iswibowosari and Baharuddin, "Improving Students' Writing Skills Through Media Wall Magazines in Indonesian Language Learning."

³⁶ Umi Anisa Aprilia, "Enhancing Elementary Students' Critical Thinking Character through Wall Magazine Project Implementation (" 2, no. 2 (2025): 70–78.

³⁷ Marta Rita Zoromi, Listyani Listyani, and Mawardi Mawardi, "GLS to Develop Reading Interest of Junior High School Students: An Ethnographic Review," *Jurnal Ilmu Sosial Mamangan* 12, no. 3 (2025): 1223–41, <https://doi.org/10.22202/mamangan.v12i3.5945>.

³⁸ Elsa Elviana et al., "Analysis of the Implementation of a Participatory Approach in the School Literacy Program At Smp Negeri 1 Citeureup," *Sosioedukasi : Jurnal Ilmiah Ilmu Pendidikan Dan Sosial* 15, no. 2 (2026): 2202–13, <https://doi.org/10.36526/sosioedukasi.v15i2.8668>.

³⁹ Diah Astuty and Fathurrahman Fathurrahman, "Wall Magazine As Media in Grasping Pupils' Reading Interest At Primary Level," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 5, no. 2 (2018): 86, <https://doi.org/10.33394/jo-elt.v5i2.2305>.

measures can be set from the start, such as a short rubric for the works, a pre- and post-activity reading or writing sample, and a structured observation sheet, so that later reports can say more about outcomes.⁴⁰

CONCLUSION

The “Madingku Literasiku” workshop was carried out at SD Negeri 2 Tukmudal through four stages: preparation, socialization, implementation, and evaluation. Thirty-eight fifth-grade students formed eight groups and produced nine works, which were displayed on a newly installed wall magazine in front of the teachers’ office. Active participation was observed, although contributions within groups were uneven, and the principal, the mentor teacher, and the field supervisor gave positive oral feedback. These results show that the program provided a publication space and facilitated student participation in producing works. This may offer a potential mechanism for supporting the school’s literacy ecosystem. The results do not show improved literacy skills or an established literacy culture, which were not measured.

The practical contribution of the program is a documented example of how a school with no wall magazine can start, including the constraints met along the way. The school is advised to manage the wall magazine routinely, to renew its content, and to involve teachers and students of other grades. Future programs should set measurable indicators from the beginning, address uneven participation within groups, and evaluate changes in students’ literacy skills and habits over a longer period.

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