



IMPLEMENTATION OF READING, WRITING, AND WALL MAGAZINE CREATION PROGRAM TO ENHANCE SANTRI'S LITERACY SKILLS AT ALHAMDULILLAH ISLAMIC BOARDING SCHOOL, BATAM

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Abstract. This Education-Cluster Community Service activity focuses exclusively on implementing a Reading, Writing, and Creating (3M) program through a Wall Magazine (Mading), with the primary goal of enhancing the literacy and skills of students (santri) at Pesantren Alhamdulillah Tiban Lama, Batam City. The program was initiated to address core challenges within the pesantren environment: limited non-formal educational media and the lack of a dedicated space for students to channel their creative potential. The methodology employed was a qualitative, descriptive case study approach, emphasizing the participatory engagement of students as active subjects. Implementation began with a Creative Writing Workshop followed by the development of the Mading as a sustainable visual communication tool. The Mading serves as a permanent expression platform, encouraging students to practice reading, writing, and information processing skills. As a result, there was a significant increase in reading and writing interest, creative skills, and the creation of a positive visual literacy culture within the pesantren.

Keyword: Community Service, Literacy, Wall Magazine, Creativity, Skills

INTRODUCTION

Community Service Program is a concrete form of implementing the Tri Dharma of Higher Education, emphasizing the aspect of community service. This program provides a platform for students to apply the knowledge they have gained during their studies and to develop social sensitivity by directly engaging with the community. According to Haryanto (2019), the community service is a learning process through student involvement in community life, enabling them to identify real problems and find practical solutions. The Community service is not only beneficial for the community where the activities take place but also for the students themselves in shaping leadership spirit, social skills, and a sense of responsibility (Manan & Bajuri, 2019)

Therefore, the community service can be seen as a bridge linking the academic world with



real-world needs in the field. Tiban Lama RW 08, Sekupang District, Batam, is a residential area with a diverse community. Most residents in this area work in industry and trade, with economic backgrounds ranging from lower middle to middle class. This socio-economic diversity result in unique changes in child-rearing and education methods. However, there are limited non-formal facilities and creative spaces to support non-formal education, hindering the community from maximizing their potential. (Fitriyah, Marlina & Suryani, 2019)

In Tiban Lama RW 8, three main issues have been identified. First, the limited number of educational and informational media easily accesible to children and the general community. Previous surveys showed that 78% of respondents do not have facilities to disseminate educational information in their environment.(BPS Riau Islands, 2023) Second, children do not engage in many creative activities, which affects the development of their fine motor skills and creativity. Research indicates that arts and crafts activities play an important role in improving hand-eye coordination and creative thinking abilities in school-aged children (Mulyani & Gracinia, n.d.).

The implementation of the community service in a pesantren environment is particularly significant because pesantrens are religious-based educational institutions that develop young generations with a focus on moral, spiritual, and social education. However, pesantrens also face particular challenges, such as limited information facilities and a lack of creative learning media. Therefore, The community service students strive to organize simple activities that can help improve the quality of education and the development of the pesantren students (Waloyo, Kurniawati, Hafidulloh, Sholihin, Fariz, 2023).

This Community Service Program offers a project to create a bulletin board (Mading), with the goal of making a sustainable and effective visual communication tool to disseminate educational information. Overall, this ccommunity service activity aims to increase students' awareness of the importance of literacy, life skills, and positive behavior in daily life. Through educational and creative programs, santri are expected to develop their potential, build responsibility, and create a more harmonious and productive pesantren environment. This program serves as a real contribution of university students in supporting national education and social empowerment (Rahayu, 2022)

METHODOLOGY

Approach and Implementation Techniques

This Community Service Program was carried out using a participatory approach,



positioning the santri (Islamic boarding school students) as the main actors rather than mere recipients of assistance. The approach emphasizes active involvement, equal roles, and collaboration between the program team and the pesantren community. In community empowerment initiatives, such a method is considered effective because it integrates local knowledge with external facilitation, creating a two-way learning process (Fauzi, 2022). The main target of this program is the students of Pesantren Alhamdulillah Tiban Lama, Sekupang, Batam. They are chosen because they are at an important stage of growth where reading habits, writing skills, and the courage to express ideas need to be nurtured.

Through the use of a wall magazine, the students are expected to have a creative space to share their thoughts in the form of writings, drawings, or other works. In this way, they are not only encouraged to practice reading and writing, but also to process information, communicate ideas in written form, and collaborate with their peers in producing collective works. This activity also aims to create a more vibrant and literate atmosphere in the pesantren, where students' works can serve as both inspiration and a learning resource for others. Ultimately, the wall magazine is expected to grow into a consistent medium that facilitates creativity, builds self-confidence, and strengthens the culture of literacy within the pesantren community (Mawardi & Sartika, 2023).

Participatory approach implemented specifically emphasized the role of the students (santri) as active subjects in the 3M program (Reading, Writing, and Creating) through the Wall Magazine (Mading). The stages began with a Creative Writing Workshop to equip students with simple journalistic techniques, short stories, and poetry, which was then followed by the development of the Creative Wall Magazine as a permanent platform for publishing their work. The choice of the Mading served a dual purpose: to familiarize students with reading various positive information sources and creating their own written works, aligning with the effort to nurture the reading and writing habits essential during their stage of growth. (Yasa & Chrisyarani, n.d.)

The implementation of the activities will take place during the predetermined Community Service Program period 4 days. The main focus of implementation is the development of the Mading (Wall Magazine) as a permanent medium for expression and information. The main stages include: Coordination and Initial Assessment, Program Socialization and Technical Preparation, Core Implementation (Workshop and Mading Action) (Syahlan, et al., 2019). Evaluation and Sustainability Plan Development.

Activity Stages



The program was implemented through several stages, namely:

1. Preparation

A. 23rd august 2025:

- Internal and External Coordination: Coordinate with the Pesantren Management (headmaster/foundation) to obtain official permission and agree on the schedule.
- Needs Assessment: Conduct observations and interviews with student and management representatives regarding literacy levels, creativity, and the availability of expressive media.

B. 24th august 2025:

- Mading Program Socialization: Introduce the concept of the Mading (Wall Magazine) to all students and explain its role as a platform for boosting literacy and creativity.
- Core Team Formation: Recruit and establish the Student Mading Editorial Team who will be the driving force and responsible party for program sustainability.

2. Implementation

A. 30th august 2025:

- Creative Writing & Literacy Workshop: Provide practical, hands-on training on techniques for writing Mading content (articles, reviews, poetry) and simple proofreading.
- Mading Action Implementation: The Community Service Program team assists the Editorial Team in beginning to design and post the First Edition Mading in a strategic location.

3. Evaluation

A. 31st august 2025:

- Initial Impact Evaluation: Conduct a Focus Group Discussion (FGD) with the Editorial Team and select students to gather feedback, challenges, and input regarding the posted Mading.
- SOP Formulation for Sustainability: Work with the pesantren management to draft the Standard Operating Procedure (SOP) for Independent Mading Management (including update schedules, content flow, and a reward system).

4. Follow-up



Enhancing the sustainability of the literacy program through the expansion of reading, writing, and wall magazine publication activities as media for students' expression, and by engaging teachers and boarding school mentors to improve the quality of literacy development in the future.

Target, Location, Time of Implementation

The target group of this program consisted of Pesantren Alhamdulillah. The program was conducted Tiban Lama during August 16, 2025 – August 30, 2025. Activity Flow Diagram

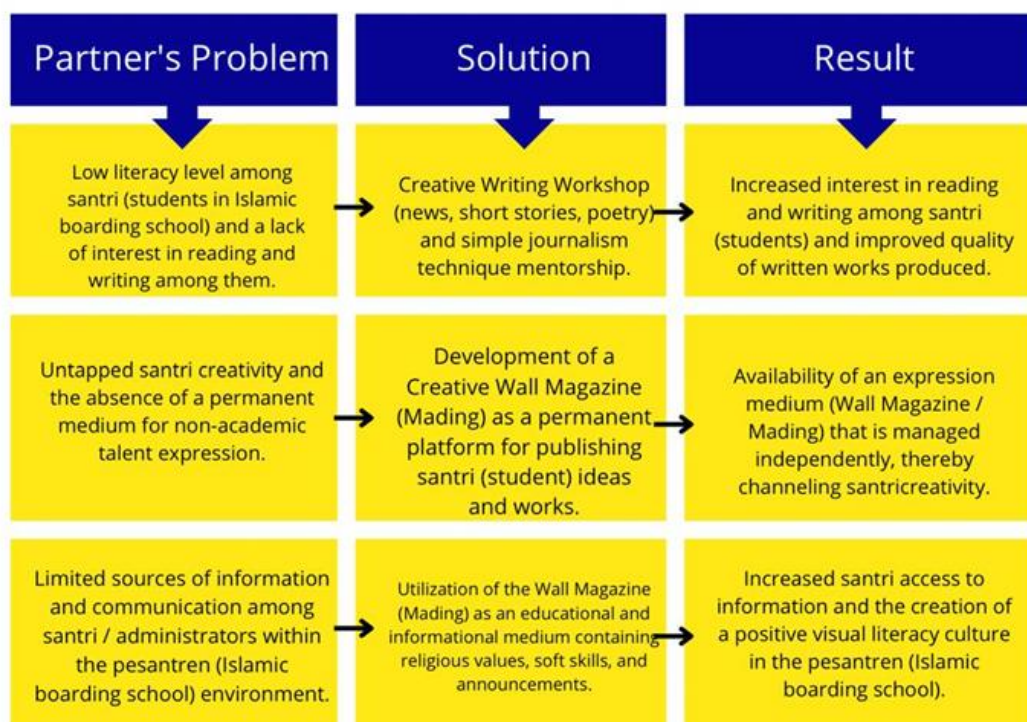


Figure 1. Implementation Methodology

RESULT AND DISSCUSION

The core program of this Education-Cluster Community Service focused on implementing the 3M concept: Reading, Writing, and Creating through the Wall Magazine (Mading), aiming to overcome the limited non-formal educational media and the untapped creativity of the students (santri). Using a participatory approach, students were actively involved from the creative writing workshop to the development of the Mading as a permanent expression medium. The results show a significant impact on the literacy culture at Pesantren Alhamdulillah Tiban Lama: there was an



increase in reading and writing interest, and the availability of an effective creative space to channel ideas in the form of writing, drawing, and other works.(Anugrafianto, 2023)

This achievement aligns with research highlighting the important role of arts and crafts activities in improving hand-eye coordination and creative thinking abilities in school-aged children. Furthermore, the Mading served a dual function as an effective visual communication tool for disseminating information, religious values, and soft skills, collectively increasing students' access to information and creating a positive visual literacy culture within the pesantren environment. This program made a tangible contribution, not only to developing basic academic skills (literacy) but also to fostering more creative, independent, and responsible characters among the students. This success reinforces findings that literacy activities in Islamic boarding schools, such as those facilitated by the Mading, are crucial in shaping a literate and strong-charactered young generation.(Faharudin, F., Hariadi, A., & Suprapti, 2023)

Table 1. Comparison of Participation Before and After the Program.

Type	Date	Number	Percentage
a) Preparation Activities 1&2	23-24 Aug- 25	± 14 people	85%
b) Implementation	30-Aug-25	± 44 people	95%
c) Evaluation	31-Aug-25	± 10 people	70%
d) Total Participants (All Activities)		± 68 people	±100%

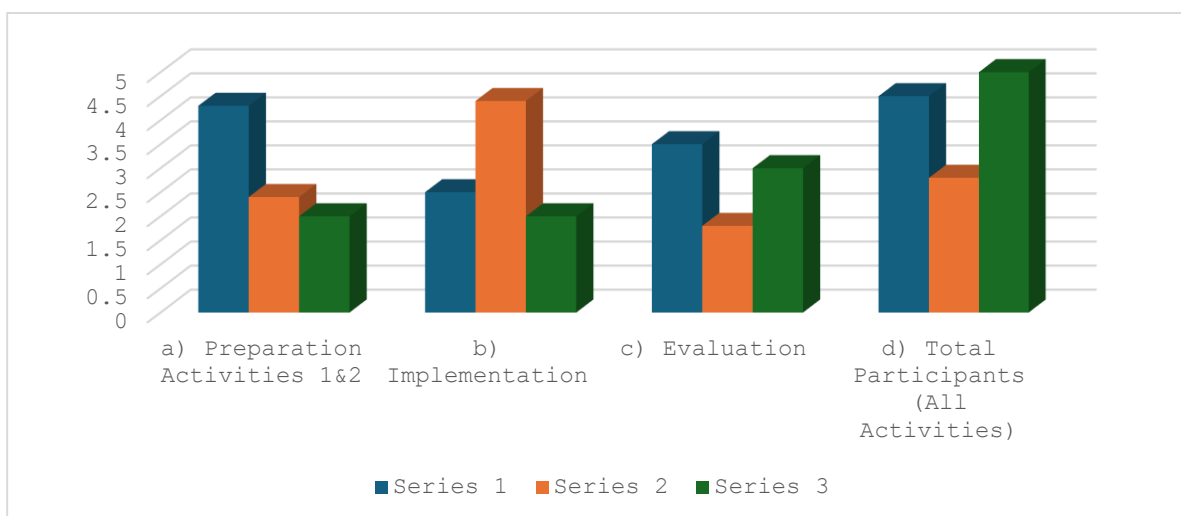





Figure 1. Comparison of Participation Before and After the Program.



Photos Participation and Engagement in community Service Activities

No	Pictures	Description
1		<p>Students participate in a creative writing session to develop their literacy skills.</p>
2		<p>The team and students work together to design and decorate the Wall Magazine (Mading).</p>
3		<p>Students proudly display and install the completed Wall Magazine at the pesantren area.</p>

The reading, writing, and creative visual expression program documented in the activity photos has a significant impact on enhancing the literacy culture among santri (students) from an early age. Through the writing workshops and the development of the Creative Wall Magazine (Mading), this activity successfully habituates students to read various positive information



sources and create their own written works, ranging from simple news to short stories or poetry. The primary goal was successfully achieved: to cultivate interest in literacy, channel non-academic creativity, and establish a more supportive and informative learning environment within the pesantren (Islamic boarding school)(Baroroh, A. Z. T., Yuliani, E., Arum, F., & Fuaida, 2021).

Analysis and Discussion

1. Partner's Problem

The main issues were the low literacy levels and lack of interest in reading/writing among students (santri), coupled with untapped creativity and the absence of a permanent medium for non-academic talent expression.

2. Empowerment Approaches

The program used a participatory approach, positioning students as active subjects and involving collaboration between the team and the pesantren community. The core activity was the 3M (Reading, Writing, Creating) program, which included a Creative Writing Workshop and the development of the Wall Magazine (Mading).

3. Previous Research

Studies indicate that arts and crafts activities are important for improving hand-eye coordination and creative thinking abilities. Other research confirms that literacy activities in Islamic boarding schools, like those with a Mading, are crucial for shaping a literate and strong-charactered young generation.

4. Sustainability

Sustainability was addressed by forming a Student Mading Editorial Team and drafting a Standard Operating Procedure (SOP) for independent management. The key recommendation is for the pesantren to institutionalize the routine use of the Mading to ensure it continues as a literacy program and self-managed visual expression medium.

CONCLUSION AND RECOMMENDATION

Conclusion

The Community Service Program in the Education Cluster at the Alhamdulillah Tiban Lama Islamic Boarding School has successfully made a tangible contribution to improving literacy, creativity, and social awareness among the students through the creation of a wall magazine. The positive impact of this activity was not only felt by the students—who became more creative, disciplined, and socially conscious—but also by the pesantren as a whole, which



gained an educational medium and a new learning culture. In addition, the Community Service Program students also gained valuable experience in applying their knowledge, increasing social awareness, as well as developing leadership and teamwork skills. This activity served as a platform for implementing academic knowledge, enhancing communication skills, leadership, and social sensitivity—making the experience highly beneficial as future preparation.

Thus, this Community Service Program not only left a concrete result at the pesantren but also provided sustainable value in building a young generation that is literate, creative, disciplined, and of strong character. The results show that even a simple activity like a wall magazine can have a significant impact on shaping a positive culture among the students. Besides serving as an educational medium, this activity also fostered independence, a sense of responsibility, and strengthened interaction between the university students, the students of the pesantren, and the surrounding community

Recommendation

Recommendations from the implementation of this Education Cluster Community Service Program activity include encouraging the pesantren and local community to continue the initiated programs, such as regularly utilizing the wall magazine as a sustainable literacy medium to foster a safe and supportive learning environment. Based on the approach method described in the accompanying article, it is recommended that similar future programs be further enhanced by incorporating simple digital technologies accessible to the local community—such as interactive learning applications or online tools—to broaden participation, especially among children and teenagers in remote areas with limited access. Furthermore, initial training for university students as facilitators should be specifically designed to include cross-cultural communication and conflict management skills to ensure that the planning, implementation, and evaluation processes remain inclusive and adaptable to local needs.

Overall, the implementation of the 3M program through the Mading has successfully made a tangible contribution to improving literacy and creativity among the students of Pesantren Alhamdulillah Tiban Lama. The availability of the Mading as a self-managed visual expression and educational medium has fostered independence, a sense of responsibility, and established a new, more positive and supportive literacy culture within the pesantren. For sustainability, it is recommended that the pesantren institutionalize the use of the Mading as a



routine to ensure the continuation of this literacy program. Future similar programs are also recommended to integrate simple digital technologies, such as interactive learning applications, to broaden participation

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