

PKM: LITERATURE-BASED LEARNING AT MAN 1 PROBOLINGGO

Tirmidi¹, Anggraini Sifaus Syauqiah², Dila Febrianti³, Emilia Yusrina⁴, Endang Susmiati⁵,
Lailatun Nafisah⁶, Moh Nunung Sanjaya⁷, Muhammad Ryan Hidayat⁸

^{1,2,3,4,5,6,7,8} Program Studi Pendidikan Bahasa Inggris, Fakultas Sosial dan Humaniora, Universitas Nurul Jadid
e-mail: tirmidi@unuja.ac.id

Abstrak

Program Pengabdian kepada Masyarakat ini dilatarbelakangi oleh kebutuhan untuk meningkatkan kemampuan membaca kritis dan apresiasi sastra siswa MAN 1 Probolinggo, yang selama ini cenderung menurun karena dominasi pembelajaran yang berorientasi pada hafalan. Literature-Based Learning dipilih sebagai pendekatan karena terbukti mampu menumbuhkan kemampuan analitis, kreatif, dan pemahaman mendalam melalui interaksi langsung dengan teks. Pengabdian dilaksanakan melalui tahapan observasi kebutuhan, penyusunan modul berbasis teks sastra, pelatihan guru, serta pendampingan kelas melalui kegiatan membaca, diskusi interpretatif, dan penugasan reflektif. Hasil program menunjukkan peningkatan motivasi belajar siswa, kemampuan mengidentifikasi unsur teks, serta kemampuan menghubungkan bacaan dengan konteks sosial dan pengalaman pribadi. Selain itu, guru memperoleh model pembelajaran yang lebih variatif dan aplikatif untuk diterapkan dalam kegiatan literasi kelas. Program ini membuktikan bahwa integrasi sastra secara sistematis mampu memperkuat budaya literasi di madrasah.

Kata kunci: Pembelajaran Berbasis Sastra; Kemampuan Analitis; Motivasi Belajar; MAN 1 Probolinggo; Pengabdian Masyarakat.

Abstract

This Community Service Program was motivated by the need to improve the critical reading skills and literary appreciation of students at MAN 1 Probolinggo, which had been declining due to the dominance of rote learning. Literature-Based Learning was chosen as the approach because it has been proven to foster analytical skills, creativity, and deep understanding through direct interaction with texts. The program was implemented through stages of needs assessment, development of literature-based modules, teacher training, and classroom mentoring through reading activities, interpretive discussions, and reflective assignments. The results of the program showed an increase in student learning motivation, the ability to identify text elements, and the ability to connect reading with social contexts and personal experiences. In addition, teachers obtained more varied and applicable learning models to be applied in classroom literacy activities. This program proves that the systematic integration of literature can strengthen the culture of literacy in madrasahs.

Keywords: Literature-Based Learning; Analytical Skills; Learning Motivation; MAN 1 Probolinggo; Community Service.

INTRODUCTION

Improving student literacy remains a national priority in Indonesia because reading and comprehension are foundational to academic success and lifelong learning. Recent international and national assessments underline persistent challenges in reading culture and literacy outcomes, which educational policies such as the School Literacy Movement have explicitly targeted. Strengthening school-based literacy initiatives therefore aligns with broader national efforts to raise learning outcomes and student engagement (Taufiq, 2024).

Literature-based learning the structured use of literary texts (short stories, poems, excerpts, and narrative texts) as core instructional materials has been shown to develop multiple language skills, deepen critical thinking, and increase motivation when implemented in EFL and secondary-school settings. Recent Indonesian classroom studies and reviews report positive impacts of literature-based approaches on students' reading comprehension, vocabulary growth, and communicative confidence, especially when teachers adapt texts to student needs and combine literature with active tasks such as discussion, role-play, and reflective writing (Utami & Mahardika, 2023). In addition, the findings of Yunisah et al. (2023) reinforce that literature-based learning has been proven effective in improving students' understanding of narrative texts. This shows that direct engagement with literary works can encourage deeper reading comprehension skills. Therefore, Literature-Based Learning (LBL) is

considered relevant to be applied in this community service program as a strategy to strengthen students' literacy skills and appreciation of reading at MAN 1 Probolinggo.

Despite the potential benefits, implementation challenges remain: limited teacher training in literary pedagogy, mismatched text complexity, and uneven integration with existing curricula have been documented in recent field studies. Addressing these obstacles through targeted teacher development, carefully selected text sets, and classroom-tested lesson designs can increase the likelihood of meaningful learning gains (Taufiq et al., 2024). A school-level project at MAN 1 Probolinggo that pilots a structured literature-based curriculum paired with teacher workshops and simple monitoring of reading outcomes would therefore be timely, evidence-informed, and closely aligned with national literacy priorities.

This Project proposes to implement and evaluate a semester-long literature-based learning module for selected classes at MAN 1 Probolinggo, with goals to (1) increase students' reading comprehension and vocabulary in English and Indonesian, (2) strengthen critical-response skills (discussion and written reflection), and (3) build a sustainable teacher toolkit for ongoing use. By combining classroom implementation with formative assessment and teacher mentoring, the project aims to produce a scalable model that other madrasah and senior-secondary schools can adopt. The expected outcomes will contribute practical, local evidence to the growing body of recent Indonesian research on literature-based pedagogy (Utami & Mahardika, 2023).

METHOD

The implementation of this community service activity was designed using a literature-based learning approach, which is a learning model that utilizes literary works as the main medium for improving students' literacy skills. Hossain, (2024) states that "literature-based instruction creates a natural environment for language learning and develops students' comprehension, cultural awareness, and critical thinking." This statement is the basis for the use of literature to not only improve language skills but also foster an appreciation of cultural values, which is relevant to the madrasah context. In line with Hossain, (2024) view that literature-based learning develops cultural understanding and awareness, local culture-based literacy learning has also been shown to strengthen students' critical reading skills through the analysis of cultural values and contexts in texts (Sangaji et al., 2023).

1. Preparation Stage

In the initial stage, the community service team coordinated with the head of the madrasah and English teachers at MAN 1 Probolinggo to identify student needs and teacher readiness in implementing literature-based learning. According to Utami & Mahardika, (2023), "initial collaboration between educators and program developers is very helpful in determining the literature materials that are appropriate for the learning context." This stage also included collecting preliminary data through a reading ability pretest, exploring reading interests, and conducting initial interviews with teachers to determine their level of understanding of literacy-based learning methods.

2. Teacher Training and Module Development

The activity continued with special training for English teachers on the concepts, strategies, and techniques for implementing literature-based learning. Nurhayati, (2022) findings confirm that teachers need support in the form of training and concrete learning materials to be able to effectively implement literacy activities in the classroom. In her research, training supplemented with examples of strategies, models of reading and writing activities, and the use of supporting media proved to help teachers improve their ability to manage literacy learning. These results reinforce the urgency of implementing Literature-Based Learning community service programs, especially in the context of madrasahs, where teachers need adequate facilitation to integrate literary works into literacy activities that are meaningful for students.

During the training, teachers were guided in developing literature learning modules, including the use of ICT such as e-books, audio, and video recordings of poetry or short story readings Fitria Dewi Navisa et al., (2025) emphasized that "literature-based learning becomes more effective when supported by digital media that allow students to experience texts multimodally." Therefore, the development of modules is carried out by placing technology as the main support.

3. Implementation of Learning in the Classroom

The implementation stage was carried out through several literature learning meetings in the agreed classes. Students were introduced to various literacy activities such as pre-reading, guided

reading, cultural value discussions, and reflective writing assignments Primasari et al., (2025) stated that "literature-based learning helps students identify cultural values in texts and increases their literacy sensitivity."

During the implementation, the community service team also conducted observations, field notes, and documentation of student assignments. Novasyari, (2020) findings confirm that literature-based reading activities that encourage students to discuss meaning, appreciate the plot, and respond personally to the text can improve their ability to understand reading more deeply. Through such active interaction, students not only read to understand the content, but also develop critical thinking and contextual understanding of the messages in literary works. The results of this study further reinforce the relevance of applying Literature-Based Learning in this community service activity to support the improvement of students' literacy competencies.

4. Evaluation, Reflection, and Sustainability

After implementation is complete, a post-test, in-depth interviews, and focus group discussions (FGD) are conducted with teachers and students. The evaluation aims to assess the effectiveness of the methods and modules developed. In line with the findings of Agnia, (2024), which emphasize the importance of authentic text-based literacy interventions to improve students' comprehension and critical thinking skills, an evaluation stage was conducted to ensure the effectiveness of the Literature-Based Learning approach that was implemented. After implementation was completed, post-tests, in-depth interviews, and focus group discussions (FGD) with teachers and students were conducted to assess the success of the method and the feasibility of the developed module.

The evaluation results are combined with qualitative findings from observations to obtain a comprehensive picture of student development. In the final stage, the learning modules are submitted to the madrasah, and teachers are provided with assistance to replicate the activities. According to Putu et al., (2020), "well-documented literature modules can be reused to expand literacy activities in schools."

5. Data Collection and Analysis Techniques

Data was collected through reading ability tests, literacy attitude questionnaires, guided observations, semi-structured interviews, and documentation of student assignments. Analysis was conducted quantitatively (comparing pretest–posttest scores) and qualitatively through thematic coding. As shown by the study Exploring the Role of Literature in Improving Reading Skills Mosleh et al., (2025), the use of literary works in reading instruction combined with surveys and in-depth interviews with students revealed that most students felt that literature helped them become more proficient readers. These findings support the argument that literature-based literacy not only improves technical reading skills, but also builds students' positive perceptions and emotional engagement with reading.

RESULTS AND DISCUSSION

The implementation of the Literature-Based Learning (LBL) Community Service Program at MAN 1 Probolinggo has had a significant impact on improving the quality of English language learning at the madrasah. Based on the results of observations, documentation, and evaluations, it can be seen that teacher capacity, student participation, and student literacy skills have improved positively throughout the activities.

From a qualitative perspective, teachers involved in this activity have gained a better understanding of the LBL concept and are able to apply it in the development of learning tools. They have become more skilled in designing learning tools, managing class discussions, and utilizing digital media to support learning. These findings indicate that mentoring activities can strengthen teachers' readiness to implement learning approaches that focus on literacy and higher-order thinking skills.

In terms of student activity, there was an increase in student enthusiasm during the learning process. This was evident through student involvement in various activities such as reading and discussing literary texts. Students who were initially passive began to show courage in expressing their opinions and asking questions as the program progressed. They became more confident in giving opinions, asking questions, and engaging in the process of sharing understanding with their peers. During the mentoring process, students became more confident in expressing their thoughts, both verbally in class discussions and in writing. Students' interest in literacy activities also increased, marked by a sense of curiosity when discussing cultural values and moral messages in literary works.

This condition shows that LBL is able to create a more meaningful learning environment for students because it is directly related to their lives and experiences.

As a form of literacy assignment, students were asked to compile reading summaries and reflection notes containing their personal responses to the texts studied. Through this activity, students' ability to understand the content of the reading and relate it to their own experiences became more developed. Thus, literature-based learning is considered effective in encouraging active student participation in class.

As a form of literacy assignment, students were asked to compile a summary of the reading and reflective notes containing their personal responses to the text studied. Through this activity, students' ability to understand the content of the reading and relate it to their own experiences became more developed. Thus, literature-based learning is considered effective in encouraging active student participation in class.

Meanwhile, quantitative results were obtained through the assessment of the literacy products created by students. The data shows that there has been considerable improvement in the literacy skills of students, as follows:

Table 1 The Result of Students Assessment

No.	Literacy aspects	Percentage of student achievement
1.	Writing review	75%
2.	Identifying themes, moral value, and the meaning of each word	85%
3.	Expressing critical opinion about what you read	70%

It is shown that 75% of students were able to write reviews, 85% could identify themes, moral values, and the meaning of each word in the literary texts they read, and 70% were able to express critical opinions about the content of the readings. In addition to analytical skills, the quality of students' writing also shows improvement in terms of the regularity of the writing flow, word choice, application of linguistic rules, and creativity in rewriting stories. These results are in line with the findings of recent research which states that literacy learning that provides space for student interpretation will gradually improve their critical reading skills.

However, the implementation of this program was also accompanied by a number of challenges that became the subject of evaluation for the program's sustainability in the future. One of the obstacles faced was the limited availability of physical reading materials in madrasahs. Teachers had to adjust the availability of materials to the number of students, so that the text analysis process was sometimes not as in-depth as it could have been because it was done in turns. In addition, differences in reading abilities among students are a factor that requires more intensive guidance to ensure that all students can participate in activities properly. Limited learning time is also an obstacle in providing broader opportunities for students to explore literary texts in more depth. For this reason, teachers suggest additional access to digital reading materials and special scheduling of literacy activities so that literature-based learning can run more optimally and consistently.

Overall, the results of this project activity show that a literature-based learning approach can be an effective strategy in improving students' literacy skills while enriching teachers' learning methods. This study is in line with the results of research Katzman et al., (2024) which explains that literature-based tasks, especially those involving deep reading and reflective writing, can strengthen students' critical thinking skills. Katzman emphasizes that when students interact directly with texts, they are encouraged to engage in higher-level reasoning, understand context, and draw logical conclusions based on the information available in the reading material.

By utilizing literary works as the main medium, students are not only trained to understand the meaning of the text, but also develop critical thinking skills, cultural appreciation, and confidence in communication. These findings reinforce that the integration of literacy into learning in madrasahs is

not only relevant but also has great potential to be further developed as part of improving the quality of character and culture-based education.

CONCLUSION

The implementation of the Community Service Program based on Literature-Based Learning (LBL) at MAN 1 Probolinggo shows that the literature approach can be an effective learning strategy to improve students' literacy and critical thinking skills. Teachers have experienced an increase in capacity in designing and implementing more reflective, communicative, and text-centered learning. Students also showed positive developments in learning engagement, courage to express opinions, and the ability to understand and analyze texts in depth.

Quantitatively, the improvement in literacy skills can be seen from the percentage of students' achievements in writing reviews, identifying main ideas, and expressing critical opinions on readings. Qualitatively, the learning process became more lively, participatory, and meaningful for students. These findings are in line with previous studies that confirm that engagement with literary texts can develop higher-order thinking skills.

Thus, this Project proves that the integration of literary works in madrasah learning not only improves literacy skills but also strengthens students' reasoning, empathy, and cultural appreciation, aspects that are highly relevant to character education and the development of 21st-century competencies.

RECOMMENDATIONS

Based on the results of this Project implementation, there are several suggestions that can be considered for the sustainability of the program at MAN 1 Probolinggo.

1. For Schools

It is recommended to enrich both physical and digital reading resources so that students have more text options to analyze. Schools can also schedule special literacy activities, such as reading hours or literacy corners, to support the sustainability of the program.

2. For Teachers

Teachers are expected to continue to develop their creativity in designing literacy tasks that encourage analysis, interpretation, and reflection. Further training related to critical reading strategies and the use of digital literature will also greatly help teachers to improve the quality of learning.

3. For Students

Students need to maintain their reading habits and expand the types of reading materials they consume. Active participation in class discussions and the courage to express opinions are important assets for improving critical thinking and communication skills.

4. For the Project Team and Future Researchers

Advanced Project can expand its focus not only on fiction but also nonfiction literature, local cultural texts, and world literature. More in-depth research on the long-term impact of literature-based learning on student character is also worth developing in the future.

ACKNOWLEDGEMENTS

The author would like to thank MAN 1 Probolinggo for their support and excellent cooperation during the implementation of this program. The highest appreciation is expressed to the English teachers who have actively participated in training, classroom mentoring, and learning reflection.

Thanks are also extended to the students of MAN 1 Probolinggo who showed enthusiasm and extraordinary involvement during the activities. Last but not least, the author would like to thank all parties who have provided moral support, facilitation, and contributions so that this program could run smoothly and benefit the school community.

REFERENCE

Agnia, N. G. S. (2024). Keterampilan Membaca Pemahaman Materi Ragam Teks Berbasis Hots Di Sd: Studi Literatur. *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia Dan Daerah*, 14(2), 662–669. <https://doi.org/10.23969/literasi.v14i2.13102>

- Fitria Dewi Navisa, Elfiyanto, S., & Wayne. (2025). A Literature-Based Exploration of Innovative Strategies to Improve English Language Skills in Higher Education. *IJORER : International Journal of Recent Educational Research*, 6(3), 789–803. <https://doi.org/10.46245/ijorer.v6i3.785>
- Hossain, K. I. (2024). Literature-based language learning: Challenges, and opportunities for English learners. *Ampersand*, 13(October), 100201. <https://doi.org/10.1016/j.amper.2024.100201>
- Katzman, S. D., Carrion, C. A., & Hurst-Kennedy, J. (2024). The Impact of Primary Literature-Based, Critical Thinking Activities on Competency Enhancement for Pre-Health Students. *Trends in Higher Education*, 3(3), 725–733. <https://doi.org/10.3390/higheredu3030041>
- Mosleh, N., Setiawan, S., Anam, S., Adi, H., Mustofa, A., & Abdullah, M. (2025). Exploring the Role of Literature in Improving Reading Skills: A Mixed Method Corresponding Author : 24021565012@mhs.unesa.ac.id. 13(01), 90–103.
- Novasyari, R. (2020). the Use of Literature-Based Instruction To Improve Reading Comprehension and Writing Achievements of the Eighth Grade Students. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 6(2), 61–73. <https://doi.org/10.36706/jele.v6i2.9278>
- Nurhayati, E. (2022). Penguatan Literasi Guru Melalui Pengembangan Model Blended Learning Berbantuan Moodle. *Semantik*, 11(2), 271–285. <https://doi.org/10.22460/semantik.v11i2.p271-285>
- Primasari, Y., Sari, H. P., & Kunci, K. (2025). Jurnal Pendidikan Indonesia : Students ' Proficiency Of Cultural Values In Literature -Based Reading Materials : An Experimental Study. 5(4). <https://doi.org/10.59818/jpi.v5i4.1889>
- Putu, N., Dewi, A., Kertiasih, P., & Artini, L. P. (2020). Designing Literature-based Instruction Materials for Sixth Grade Students of Elementary School. *Jurnal Ilmiah Sekolah Dasar*, 4(4), 630–635.
- Sangaji, C. M., Ashar, I. K., & Syah, I. K. (2023). Local Culture- Based Literacy Instruction and Its Impact on Students ' Critical Reading Skills in Eastern Indonesia. 20(1), 21–39.
- Taufiq, M. A., Herza, H., Putri, R. E., Ariksha, J., & Amalia, R. (2024). Challenges and Opportunities in the Implementation of School Literacy Movement at Senior High Schools in Bangka Belitung. *Journal of Education Research*, 5(4), 5354–5367. <https://doi.org/10.37985/jer.v5i4.1748>
- Utami, I. L. P., & Mahardika, I. G. N. A. (2023). English Teaching Through Literature-Based Instruction: What do Teachers Experience? *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(2), 177–186. <https://doi.org/10.23887/jppp.v7i2.64368>
- Yunisah, N., Arifin, A., & Ridwan, R. (2023). Improving Reading Comprehension of Narrative text by Using L-B-A (Literature-based Approach) at the Ninth-grade students of SMP Negeri 1 Nunukan. *Journal of Language Learning and Assessment*, 1(2), 62–72. <https://doi.org/10.71194/jlla.v1i2.100>