Development of Training and Strategies for Strengthening Literature Skills for Female Teachers in Special School

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ABSTRACT
Improved literacy skills can be improved with a good literacy movement. The role of the teacher is essential for the success of this literacy movement. Meanwhile, in Malang City, 61% percent of female teachers focus on the literacy movement. However, due to the low literacy skills of teachers, training programs are needed that can improve teacher literacy skills. The training program follows a three-stage model: preparation, implementation, and follow-up training program. The first stage is developing the structure and training materials. The training materials developed include 1) Increasing general literacy skills, 2) Increasing teacher competence in teaching literacy to students with special needs, 3) Increasing teacher competence in teaching literacy to students with physical and motoric barriers, 4) easy way to publish an article in mass media. Then the material and structure proved to be valid and reliable. The second stage was the training program. The training program was attended by 15 female teachers at special schools in Malang City. In the third stage, follow-up was carried out, namely evaluating and monitoring the program. The training results proved that the three works of the participants were ready to be published in the mass media.

Keywords: *Training Program, Literacy, Female Teachers, Special School*

1. INTRODUCTION

Literacy skills are divided into four aspects: listening, speaking, reading, and writing [1]. In addition, Abidin et al. [2] added the ability to master technology to support literacy skills, an essential competency in the development of the 21st century. However, concerning reading interest, Triatma [3] and Wahyuni [4] show that students' reading interest is still low. The literacy program has been stated in the Minister of Education and Culture Number 23 of 2015 concerning character growth, which is manifested in the school literacy program. Good character is essential for intellectual, spiritual, and emotional development [5]. Reading habituation (and literacy) is easy to do with good character. For example, students and teachers make a reading activity for 15 minutes at the beginning, middle, or end of learning [6]. In addition Faizah et all [7], it is also necessary to support school programs such as the provision of literacy facilities and infrastructure as well as a social environment.

The school literacy movement is expected to create a school environment that is fun, exciting, and friendly to students and the involvement of school residents who have high social skills and can provide enthusiasm to continue to grow knowledge. In implementing these activities, there are several stages, namely the stages of habituation, development, and learning.

The teacher is a key factor in the learning process [8]. So that literacy habituation can be started directly from the teacher. However, the lack of literacy by these teachers can be identified as the reason they are unsure of what is being taught [9] [10] [11]. In addition Robinson and McMillan [12], although literacy skills are very important, research that focuses on teacher literacy is very lacking even though teachers are always in school while students are constantly changing with complex characters and backgrounds.

Data from the Indonesian Ministry of Education and Culture shows that around 64% of the 9,679 teachers in Malang City are women. In this regard, female teachers in Malang City greatly influence literacy skills in Malang City. However, the low interest in literacy requires training that can increase their literacy interest. So in this study, the purpose of the research was to implement training for teachers in special schools to improve the literacy of female teachers in Malang City.

2. METHODS

This study applies the training model used to improve the competence of inclusive education teachers. The model used is found in the article written by Ediyanto et all [13], namely preparation, implementation, and follow-up training programs with a format like a Figure 1. Based on the training steps compiled and, modifications were made to adapt to the steps to strengthen teacher literacy.

2.1 Preparation Training Program

At this stage, training instructions are developed, preparing training structures and materials, and determining prospective participants. The preparation of the materials in this preparation goes through a theoretical study process. Four training materials have been compiled in this study. The research materials are 1) Increasing general literacy skills, 2) Increasing teacher competence in teaching literacy to students with special needs, 3) Increasing teacher competence in teaching literacy to students with physical and motoric barriers, 4) How to publish an article in mass media?

2.2 Implementation Program

The research is conducted online through Google Meet, held on August 28 and September 4, 2021. The 15 participants from special school teachers on the current study are counted by the person joining the complete program. In addition, the participant's published writings determine the success of the program.

2.3 Follow Up Program

As a follow-up to this program, monitoring of participants and works published after the training program is completed.
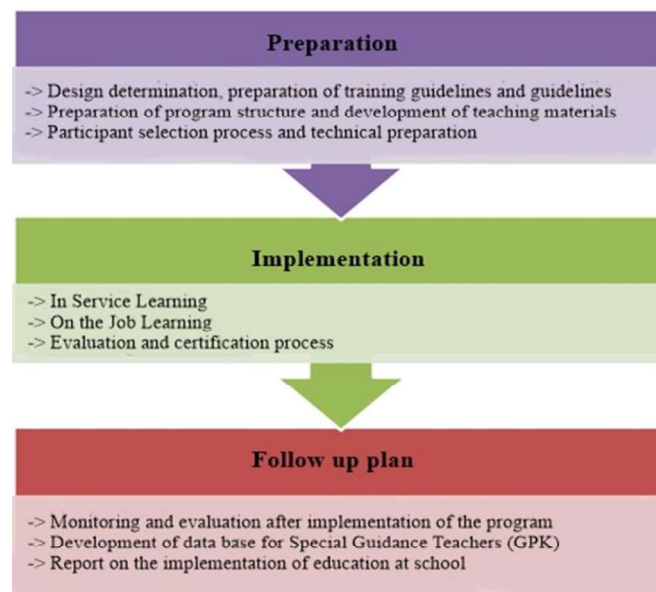

Figure 1 Components and Activity Flow of Training Program [13]

3. RESULTS

3.1 The Structure of Training Program

The development of the structure of this training program begins with analyzing the needs of teachers in an effort to improve their literacy skills. Then the analysis was compiled in a Focus Group Discussion by presenting researchers and two experts in the field of literacy and one expert in the field of special education. The results of the Focus Group Discussion resulted in a needs analysis table which is shown in Table 1. Five materials were produced from the needs analysis results, which were then developed into training materials in the form of power points.

Table 1. Analysis of Material Needs for Training on Strengthening Teacher Literacy Skills

Achievement Indicator	Developed Material
Main Indicator: Improving Teacher Competence in Literacy Aspects in Special Education	
Improvement of general literacy skills	Literacy skills
Improving teacher competence in teaching literacy to students with special needs	Literacy for students with special needs
Improving the competence of teachers in teaching literacy to students with physical motor barriers	Learning literacy for students with physical motor barriers
Increasing teacher literacy competence to publish an article in mass media	Easy way to publish an article in mass media

3.2 The Validation of Material and Structure of Training Program

The validation of the training program was carried out twice, namely for experts and field testing. First, expert tests were conducted to test the feasibility of the material and structure of the developed training program.

Meanwhile, the field test was conducted twice, namely to the teacher before and during the training. All stages are carried out to ensure that the structure and materials of the training program are valid and reliable to improve the literacy skills of female teachers in Malang City. The results for expert validation and field trials can be seen in Table 2 and Table 3.

Table 2. Analysis of Material Needs for Training on Strengthening Teacher Literacy Skills

Criteria	Percentage	Quality	Decision
Structure Program	90.5%	High	Very Feasible
Material Program	88.2%	High	Very Feasible
Language in Program Material	92.3%	High	Very Feasible

Table 3. Participant Responses to Field Test

Criteria	Percentage
Small Scale (Teacher before training), n = 5	
Teachers strongly agree with holding a training program to improve literacy skills	100%
Teachers strongly agree that the structure of the training program is very effective for improving literacy skills	80%
Teachers strongly agree that the structure of the training program is very efficient for improving literacy skills	80%
Teachers strongly agree that the training program can increase the number of mass media publications	80%
Large Scale (Pada peserta pelatihan) n = 15	
The training participants strongly agree with the implementation of the training program to improve literacy skills	96%
The trainees strongly agree that the structure of the training program is very effective in improving literacy skills	90%
The trainees strongly agree that the structure of the training program is very efficient for improving literacy skills	92%
The trainees strongly agree that the training program can increase the number of mass media publications	84%

3.3 The Articles that Written by Participants

This training program has succeeded in increasing the ability of teachers in terms of literacy. This training resulted in three teacher writings that deserve to be published in the mass media. However, until this research is completed, the participants' writings are still in the review process before being published in the mass media. The work of the training program participants are: 1) introducing and developing a literacy culture for students with special needs; 2) the world of learning, an easy target

for parents during the pandemic; and 3) Methods to introduce literacy in SDLB Sumber Dharma (Class One).

4. DISCUSSION

Literacy is not just an activity of reading and writing. The goals of the school literacy movement are divided into two, namely, general goals and particular goals in Indonesian Ministry of Education and Culture. The specific purpose of the school literacy movement is to foster student character so that students become lifelong

learners through the cultivation of school literacy. The general goal of the school literacy movement is to foster a culture of literacy in schools so that schools become fun and child-friendly learning. A fun and child-friendly learning environment can improve all school members' ability to read and write. That method can maintain the continuity of learning by presenting various kinds of reading books that are able to provide various strategies in terms of reading.

According to Wiedarti [5], the success of the school literacy movement can be achieved if everyone involved in the program has sufficient ability to carry it out according to their respective roles. Examples of support for the literacy program are the provision of libraries, classroom reading corners, and reading areas. Therefore, the library's first supporting infrastructure for school literacy is a place to store reading books and students to read [6]. The strategies development is needed for helping stundent prespective [14].

5. CONCLUSION

The training program developed in this study followed a three-stage model, namely preparation, implementation, and follow-up training program. The first stage is the development of training structures and materials, the second stage is the implementation of the training program, and the third stage is the evaluation and monitoring of the program. The training materials developed include 1) Increasing general literacy skills, 2) Increasing teacher competence in teaching literacy to students with special needs, 3) Increasing teacher competence in teaching literacy to students with physical and motoric barriers, 4) easy way to publish an article in mass media. Then the material and structure proved to be valid and reliable. The training program was attended by 15 female teachers at special schools in Malang City. The training results are three works by participants that are ready to be published in the mass media.

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