



Optimizing the Literacy Park through the Integration of Reading-Writing and Digital Literacy for Elementary School-Aged Children

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ABSTRACT

Literacy skills are essential for elementary school-age children, particularly amid the rapid development of information and communication technology. Literacy development therefore needs to integrate reading and writing literacy with digital literacy so that children are able to understand, process, and utilize information appropriately and responsibly. This community service activity aimed to optimize the literacy park as an educational learning space through the integration of reading-writing literacy and digital literacy for elementary school-age children in the community. The activity was conducted at Universitas Salakanagara, Cikokol, Tangerang City, Banten, involving lecturers and university students as facilitators and elementary school-age children as participants. The implementation used a participatory and educational approach consisting of preparation, reading-writing literacy activities, digital literacy education, integration of literacy activities, mentoring, and evaluation. The activities included reading books, discussing and retelling reading materials, writing simple texts, searching for educational information through digital sources, and learning responsible and safe technology use. The results indicated that the integration of reading-writing and digital literacy created a more interactive and engaging learning experience for participants. The involvement of students as facilitators also enabled more intensive mentoring and encouraged participants to actively engage in reading, writing, discussion, and digital learning activities. Overall, the program demonstrated that optimizing the literacy garden can support the development of children's literacy competencies while creating a more adaptive and relevant learning environment in the digital era.

Keywords: literacy park; reading and writing literacy; digital literacy; elementary school children; community service.

INTRODUCTION

Literacy is one of the fundamental competencies that needs to be developed from elementary school age, as it serves as the foundation for children to acquire, comprehend, process, and convey information. Children's literacy skills are not limited to the ability to read and write, but also encompass the ability to understand information, think critically, communicate, and utilize information appropriately in daily life. Along with the development of information and communication technology, these literacy skills need to be expanded with digital literacy competencies so that children are able to adapt to changing learning environments and technological developments (Marjan, 2026).

The development of digital technology provides increasingly broad opportunities for children to acquire sources of knowledge. Various learning materials can be accessed via the internet, such as e-books, educational videos, learning applications, and various other sources of information. However, this ease of access also presents challenges. Elementary school-aged children still require guidance in using digital devices, selecting appropriate information, distinguishing reliable sources, and utilizing technology for productive activities (Jufri, 2025). Therefore, the development of conventional literacy needs to be integrated with digital literacy so that children not only possess reading and writing skills, but are also capable of using technology wisely, critically, and responsibly.

The community environment plays an important role in supporting children's literacy development. In addition to families and schools, the community can provide learning spaces that allow children to acquire literacy experiences in a more informal, enjoyable manner closely tied to daily life. One form of learning space that can be developed is a literacy park (taman literasi). A literacy park can serve as an alternative space for children to read, write, discuss, explore information, and engage in creative learning activities. Furthermore, the presence of a literacy park can become a means to foster a reading culture and build learning habits within the community environment (Hasanah et al., 2025).

In practice, the utilization of literacy parks needs to be adapted to the evolving needs and characteristics of children in the digital era. It is insufficient for a literacy park to merely provide a collection of books; rather, it needs to be developed as a learning space that combines print and digital literacy sources (Khaltsum et al., 2025). This integration can be implemented through activities such as reading books, comprehending and retelling story content, simple writing, searching for information through digital sources, recognizing trusted information sources, and using digital media as a supporting learning tool (Kaka et al., 2026). Through this approach, literacy activities can become more interactive and engaging, thereby encouraging children's active participation.

Salakanagara University as a higher education institution has a strategic role in contributing to society through the implementation of community service programs. Higher education institutions do not only function as centers for education and the development of science, but also bear the responsibility of applying the knowledge and skills possessed by academics to resolve various societal issues. One form of this contribution can be manifested through a literacy strengthening program for elementary school-aged children by utilizing literacy parks as community educational spaces.

This community service activity is implemented by optimizing the function of literacy parks as learning spaces for elementary school children through the integration of print and digital literacy. The program is designed in the form of educational and participatory activities that allow children to experience reading, writing, comprehending information, and utilizing digital resources positively. Mentoring is conducted with an enjoyable approach so that literacy activities are not perceived as formal academic activities, but rather as engaging and sustainable learning activities.

Through this activity, Salakanagara University is expected to contribute to building a literacy ecosystem within the community, particularly in enhancing the literacy skills of elementary school children. Optimizing literacy parks is expected to strengthen reading and writing habits while equipping children with basic skills in using technology and accessing digital information wisely. Ultimately, the integration of print and digital literacy is expected to support the formation of a generation equipped with information comprehension, critical thinking, creative skills, and the ability to utilize technology productively and responsibly.

METHODS

The community service activity entitled "Optimization of the Literacy Park through the Integration of Print and Digital Literacy for Elementary School-Aged" was carried out within the campus environment of Universitas Salakanagara, located at Jl. MH. Thamrin C No.12, Komplek Mahkota Mas Blok, RT.005/RW.006, Cikokol, Tangerang District, Tangerang City, Banten. The activity involved lecturers and students of Universitas Salakanagara as the implementation team, alongside elementary school-aged children as activity participants. The campus was utilized as an educational space supporting the implementation of literacy activities by providing a learning environment, reading materials, literacy park facilities, and digital literacy support devices.

The implementation method employed participatory and educational approaches, prioritizing the active involvement of participants in every activity. This approach was chosen so that the activities would not only impart theoretical knowledge but also provide children with direct hands-on experience in reading, writing, understanding information, and utilizing digital technology as a learning resource. Students were actively involved as facilitators and mentors for the participants, while lecturers were responsible for planning, coordination, supervision, and evaluation of the activities.

The implementation of the activity consisted of several stages: (1) preparation stage, (2) print literacy reinforcement stage, (3) digital literacy reinforcement stage, (4) print and digital literacy integration stage, (5) mentoring and practice stage, and (6) evaluation stage.

1. Preparation Stage

During the preparation stage, the team of lecturers and students coordinated to determine the technical aspects of the activity, target participants, materials, task distribution, and required facilities. The team also prepared reading materials appropriate for the characteristics of elementary school-aged children, learning media, activity sheets, and digital devices to be utilized. Students received briefings on child mentoring techniques and methods for delivering material in a communicative and enjoyable manner.

2. Print Literacy Reinforcement Stage

Print literacy activities were conducted through reading books or reading materials available at the campus literacy park. Participants were given the opportunity to select reading materials according to their interests and skill levels. After reading, students guided the participants through question-and-answer sessions, discussions, retelling story content, and expressing opinions. Participants were subsequently given simple writing activities, such as making summaries, rewriting story content, writing short stories, or writing about experiences based on reading themes.

3. Digital Literacy Reinforcement Stage

After gaining experience through print-based activities, participants were introduced to the basic concepts of digital literacy. The material was presented simply and adapted to the participants' age, covering the utilization of digital devices for learning, how to search for information, recognizing trusted sources of information, and technology ethics. Students provided direct mentoring when participants practiced using digital devices to ensure the activities proceeded safely and in a directed manner.

4. Print and Digital Literacy Integration Stage

The integration of both forms of literacy was carried out by connecting reading and writing activities with the utilization of digital information sources. Participants were directed to read materials available at the literacy park, and then search for additional information through digital sources selected or guided by the mentors. The information obtained was subsequently discussed and processed into simple writing, summaries, or creative works. Through these activities, participants were trained to read critically, comprehend information, compare sources, and convey information in written form.

5. Mentoring and Practice Stage

Students acted as facilitators who mentored participants individually and in groups. Mentoring was carried out during the processes of reading, writing, searching for digital information, and producing works. Students provided assistance when participants encountered difficulties while motivating them to dare to ask questions, express opinions, and try using learning resources independently. The activities were conducted in an interactive and enjoyable atmosphere so that the literacy park could be perceived as an engaging learning space for children.

6. Evaluation Stage

Evaluation was conducted to determine the achievement of the activity's objectives and the participants' responses to the program. Evaluation was carried out through observation of participants' active participation during the activities, their ability to comprehend reading content, their ability to convey information, their ability to produce simple writing, and their ability to utilize digital sources appropriately. The team of lecturers and students also conducted reflections on the implementation of the activities to identify supporting factors, constraints, and requirements for the development of subsequent activities.

Through this method, the community service activity is expected to optimize the utilization of the literacy park within the campus environment of Universitas Salakanagara as a learning space that integrates print and digital literacy. The involvement of students as facilitators provides more intensive mentoring to participants, while the involvement of lecturers ensures that the activities run in a directed manner and align with the objectives of the community service. Consequently, the activity is expected to enhance reading interest, writing skills, information comprehension, and foundational digital literacy skills among elementary school-aged children.

RESULTS AND DISCUSSION

The community service activity themed "Optimization of the Literacy Park through the Integration of Print and Digital Literacy for Elementary School-Aged Children in the Community Environment" was carried out within the campus environment of Universitas Salakanagara, Cikokol, Tangerang City, Banten. The activity involved lecturers and students as the implementation team, alongside elementary school-aged children as participants. The implementation of the activity was directed toward optimizing the literacy park as a learning space that not only provides reading materials but also offers a learning experience integrating reading, writing, information comprehension, and digital technology utilization skills.

The implementation of the activity indicates that the presence of an engagingly packaged literacy space can serve as an alternative to enhance children's interest in reading and learning activities. Participants were not only guided to read books independently but also engaged in follow-up activities consisting of discussions, question-and-answer sessions, retelling story content, and writing based on the information acquired. This pattern of activities made the literacy process more interactive, as children were given the opportunity to express their comprehension and opinions.



Figure 1. Introduction of The Literacy Park

At the initial stage of the activity, participants were introduced to the function of the literacy park as a learning space and reading activity area. Participants were given the freedom to select reading materials that suited their interests and abilities. The selection process of

reading materials became an important part of the activity because it provided children with the opportunity to independently determine the topics they wished to read. This approach fostered a sense of ownership toward the activity and made participants more active in engaging in the learning process.

Following the reading activity, participants engaged in reading comprehension exercises. Students acted as mentors by asking simple questions regarding characters, plots, events, or messages contained in the reading materials. Participants were also guided to retell the content of the reading using their own words. Observations during the activity revealed variations in participants' abilities to understand and convey information. Some participants were able to explain the reading content relatively fluently, while others still required prompting questions and assistance from mentors. This condition served as an important finding that reading activities need to be accompanied by comprehension exercises so that children do not merely read text, but are able to grasp the meaning of the information read.

The subsequent activity was simple writing practice. Participants were directed to write down information obtained from the reading in the form of summaries, short stories, personal experiences, or responses to the reading materials. This activity provided an opportunity for children to develop their ability to express ideas in writing. At the initial stage, several participants still experienced difficulties in determining ideas, constructing sentences, and developing their writing. Student mentoring helped participants organize their ideas step-by-step, starting from determining topics, identifying important information, to structuring their writing.

In addition to print literacy reinforcement, the activity also paid attention to digital literacy skills. Participants were introduced to the use of digital devices as learning resources. The utilization of technology was directed to support reading and information-seeking activities, rather than merely for entertainment. Participants were given hands-on experience using digital sources to find information related to reading topics. Throughout this process, students provided mentoring to ensure participants understood that information obtained from the internet needs to be evaluated and used wisely.

Digital literacy activities were also directed toward introducing safe and responsible behavior when using technology. Participants were provided with simple understandings regarding the importance of protecting personal information, using appropriate language in digital spaces, not blindly trusting information found on the internet, and seeking adult guidance when encountering content or information they did not yet understand. This material was delivered using simple language to make it easily comprehensible for elementary school-aged children.

The results of the activity indicate that the integration of conventional and digital activities provides a more diverse learning experience for participants. Children not only interacted with books but also gained opportunities to utilize technology as a supporting learning medium (Febrianti et al., 2025). These activities demonstrate that the literacy park can be developed into a learning space that is adaptive to technological developments without abandoning its primary function as a place for reading and building a literacy culture (Astuti et al., 2022).

Student involvement also became one of the important factors in the implementation of the activity. Students not only helped prepare the activity but also acted as facilitators who interacted directly with participants. Small-group mentoring allowed students to give more attention to participants experiencing difficulties. Relatively close interactions also made participants braver in asking questions, expressing opinions, and requesting assistance when facing difficulties in reading, writing, or using digital devices.

From an implementation perspective, the activity received a positive response from the participants. This was evident from the participants' engagement in reading, discussion,

writing, and digital literacy practices. The varied activities helped reduce boredom and created a more enjoyable learning atmosphere (Sajidah et al., 2023). Participants also showed enthusiasm when reading activities were linked to digital tasks and creative assignments.

The results of the activity indicate that the optimization of the literacy park can serve as a strategy to strengthen the literacy culture of elementary school-aged children. The literacy park holds an advantage by providing a more informal learning space compared to classroom learning. In such an environment, children can read according to their interests, interact with peers, discuss, and receive mentoring from students. This condition demonstrates that literacy development is not solely the responsibility of schools, but requires support from a broader social environment.

Print literacy is an important foundation for the development of children's learning abilities. Reading skills enable children to acquire information, while writing skills help children organize and convey ideas. Therefore, literacy activities oriented solely toward reading without providing opportunities for children to understand and process information do not yet fully develop literacy competencies. The integration of reading activities with discussions and writing in this program provided space for children to go through a more complete process: reading, understanding, processing, and re-conveying information.

The activity of retelling reading content also holds significant value in developing children's communication skills. When participants were asked to explain reading content using their own words, they learned to identify main information, remember the sequence of events, and convey information coherently. This activity simultaneously enhanced self-confidence as children gained the opportunity to speak in front of peers and mentors. Consequently, the literacy park can serve as a space supporting both academic development and social-communication skills.

Simple writing exercises also demonstrated that writing skills need to be built through a gradual process. Elementary school-aged children possess varying levels of ability, meaning writing assignments need to be adjusted to each participant's capability. Student mentoring in determining ideas and structuring sentences became essential to reduce participants' difficulties. An approach that does not overly emphasize the final output allowed children to express ideas more boldly. This is important because the objective of the community service activity is not merely to produce writing, but to foster the habit that reading can serve as a source of ideas for writing.

Meanwhile, digital literacy integration is relevant to children's lives, which are increasingly intertwined with technology. Elementary school-aged children generally are already familiar with various digital devices, but the ability to use such devices for learning activities requires guidance. Operating a device does not automatically indicate that a child possesses digital literacy. Digital literacy also encompasses the ability to search, comprehend, evaluate, and use information appropriately, as well as understanding the consequences of technology use (Sarbaini et al., 2026).

In the context of this activity, the use of technology was directed to reinforce print literacy activities. This pattern is important because digital literacy is not positioned as an activity separate from foundational literacy. Children first read and comprehend a topic, then use digital sources to acquire additional information, and subsequently process that information in the form of writing or discussion. This process trains children not to passively accept digital information, but to start building habits of questioning, searching, comparing, and re-conveying information.

Mentoring became a crucial component in digital literacy activities because elementary school-aged children still require guidance in utilizing online information sources. Students helped participants select appropriate sources and provided explanations regarding the information found. This mentoring also served as a means to introduce digital ethics simply.

Children need to understand that technology provides great benefits when used for positive purposes, but its use must also be accompanied by responsibility (Awaliah et al., 2025).

The involvement of Universitas Salakanagara students provided added value to the program's implementation. Students were positioned relatively close to the participants, enabling them to establish a more fluid and communicative interaction. Beyond assisting participants, this involvement provided learning experiences for students in applying knowledge within the community environment. Students learned to communicate with children, understand differences in participant capabilities, manage group activities, and adapt mentoring strategies to participant needs.

From the perspective of community service, the collaboration between lecturers and students demonstrated a synergy between the functions of higher education and community needs. Lecturers provided conceptual direction and program supervision, while students supported technical implementation through direct mentoring. This collaborative model can serve as an approach to be developed in subsequent community service activities, particularly programs targeting children and requiring intensive interaction.

The optimization of the literacy park also holds potential for sustainability. The literacy park utilized in the activity can be continuously developed through the addition of reading materials, routine reading activities, digital corners, and literacy-based creative activities. Sustainability is a vital aspect because the enhancement of literacy skills cannot be achieved through a single event. The habits of reading, writing, and using technology positively require consistent stimulation and habituation.

Based on the overall implementation, the integration of print and digital literacy can be viewed as a complementary approach. Print literacy provides the foundation for children to understand text and convey ideas, while digital literacy expands these capabilities within a more complex information environment. The literacy park serves as the medium that brings these two aspects together within a more flexible and enjoyable learning atmosphere.

Thus, this community service activity demonstrates that the literacy park within the campus environment of Universitas Salakanagara has the potential to be developed as a community educational space supporting the reinforcement of elementary school children's competencies. Program success is determined not only by the availability of books or digital devices, but also by the quality of learning activities, mentor engagement, and program sustainability. The synergy among lecturers, students, and participants becomes an essential factor in creating participatory, contextual literacy activities suited to children's needs in the digital era.

CONCLUSION

The community service activity entitled "Optimization of the Literacy Park through the Integration of Print and Digital Literacy for Elementary School-Aged Children" at Universitas Salakanagara has provided an educational experience in strengthening children's literacy skills. The implementation of the activity demonstrates that the literacy park can be optimized not only as a space for reading but also as a learning environment that integrates reading, writing, information comprehension, discussion, and the positive utilization of digital technology. The integration of these two forms of literacy provides participants with the opportunity to develop their ability to comprehend and process information, while simultaneously enhancing their skills in conveying ideas both orally and in writing.

The involvement of students as facilitators and mentors made a significant contribution to the execution of the activity. Direct mentoring assisted participants in comprehending reading materials, composing written work, searching for digital information, and learning about the safe and responsible use of technology. The collaboration between lecturers and

students also strengthened the implementation of the activity while providing students with the experience of applying their knowledge and skills within the community. Overall, this activity demonstrates that optimizing the literacy park through the integration of print and digital literacy can serve as a strategic alternative in creating interactive, engaging, and relevant learning spaces for elementary school-aged children. Program sustainability through routine literacy activities is necessary to ensure that the benefits of the activity are maintained and further developed.

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