



## **INCREASING STUDENT LITERACY THROUGH A CREATIVE APPROACH AT SDN 57 BANDA ACEH**

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### **Abstract**

*Education is a critical aspect in shaping the future of young people, and literacy plays an important role in ensuring students' intellectual and social development. Increasing creative literacy is a key focus, incorporating art, innovation and creativity into learning to stimulate student interest and engagement. The aim of this research is to determine the increase in student literacy through a creative approach at SDN 57 Banda Aceh. This research uses a qualitative approach with descriptive research type. Based on the interview results, it shows that teachers play an important role as facilitators of creativity, using learning methods such as art projects and technology to design interesting learning experiences. Students responded positively, showed greater interest in literacy, and felt more motivated to read and write. However, challenges such as teacher readiness and resource availability still need to be addressed. Additional training is required to fully understand the integration of creativity in literacy learning, and time and resource constraints pose logistical obstacles. Involving parents is considered important, and SDN 57 Banda Aceh has involved parents through regular meetings and creative literacy activities.*

**Keywords:** *Literacy, Creative Approach*

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## **A. Introduction**

Education is a critical aspect in shaping the future of young people, and literacy plays an important role in ensuring students' intellectual and social development. In an era of information that continues to develop, the need for strong literacy is increasingly urgent, considering that literacy does not only focus on the ability to read and write, but also involves understanding and applying information. Modern developments require individuals to have strong literacy skills, which involve the ability to read, write, listen and speak. Literacy is no longer just a technical ability, but is the main foundation for a person's success in various aspects of life (Nurul Fauziah et al., 2020). In Indonesia, SDN 57 Banda Aceh, as part of the national education system, has a major responsibility to ensure that every student has an adequate level of literacy to face the complexities of modern society. In recent years, global education trends have shown an increasing focus on creative literacy development. Creative education combines aspects of art, innovation and creativity into learning to stimulate student interest and engagement (Muliastri, 2020).

Applying a creative approach to increasing student literacy at SDN 57 Banda Aceh can be considered an innovative step that has the potential to have a significant impact on the development of education at the elementary level. This school, like many elementary schools in Indonesia, is faced with the reality that students' literacy levels are not only the responsibility of teachers, but also the result of complex interactions between internal and external factors, including teaching methods, curriculum, and educational policies. The importance of a good literacy level cannot be underestimated. Students with good literacy are more likely to succeed in school and have greater opportunities to reach their full potential in various areas of life (Jatnika, 2019). Therefore,

increasing student literacy at SDN 57 Banda Aceh is a necessity, especially in the midst of changes in the global education paradigm which emphasizes creativity and innovation.

The main challenges that SDN 57 Banda Aceh may face in improving student literacy are differences in initial literacy levels between students and diverse class dynamics. Some students may already have a good literacy background, while others may need more support in comprehending texts and developing writing skills. Therefore, strategies are needed that can be adapted to individual literacy needs and abilities without leaving anyone behind. Apart from that, the role of the teacher is very important in this process. Teachers are not only facilitators of learning, but also role models who influence students' motivation and interest in literacy (Nurul Fauziah et al., 2020). Therefore, creative approaches must include training and support for teachers so that they can manage literacy-focused learning in engaging and innovative ways. Overcoming literacy challenges is not only a local problem at SDN 57 Banda Aceh, but is also part of a global effort to create individuals who are literate and able to adapt to the demands of the 21st century. Therefore, this research aims to contribute to the understanding of how to improve student literacy through creative approaches at the elementary level, which can later be adapted and adopted by other schools throughout Indonesia.

In the 21st century, literacy includes understanding technology, communication skills, critical thinking, and creativity (Rahmawati et al., 2022). Therefore, a creative approach is considered the right response to meet the needs for more holistic literacy at SDN 57 Banda Aceh. Creative education provides space for more comprehensive literacy development, involving students in a learning process that stimulates their imagination

and creativity. Creativity opens the door for students to better understand and respond to learning material (Buton, 2021). When students engage in creative activities, they not only understand concepts more deeply, but are also able to relate them to the context of their lives. Therefore, it is important to incorporate creativity into literacy strategies to create a stimulating and relevant learning environment. Creativity helps students develop critical thinking and problem solving (Improvement et al., 2016). When students are given the opportunity to convey their thoughts through creative expression, they learn to organize ideas logically and consider multiple points of view. However, although the idea of this creative approach seems promising, many schools still face challenges in implementing it. These challenges can involve teachers' understanding of the concepts of creativity and literacy, availability of resources.

## **B. Method**

This research uses a qualitative approach. Albi Anggito (2018:42), said "Qualitative research is collecting data in a natural setting with the aim of assessing the phenomena that occur." *Based on the opinion above, it can be concluded that* Qualitative research is an approach that involves collecting data in a natural context with the aim of exploring and understanding the phenomena that are occurring. This method places more emphasis on interpreting meaning and complexity, thereby allowing researchers to explore subjective and contextual aspects of the phenomenon.

According to Salim (2019:49) "Descriptive research is research that attempts to describe a symptom, event, event that is happening now." Based on the opinion above, it can be interpreted that descriptive

research is a scientific research method which aims to provide a detailed and detailed description of a symptom, event or occurrence that is occurring in the current context. The main aim of this research is to provide an accurate and in-depth description of the phenomenon being studied.

### **C. Finding and Discussion**

#### **1. Result**

To know increasing student literacy through a creative approach at SDN 57 Banda Aceh, researchers conducted interviews. The following are the results of the interview:

1. How is a creative approach implemented at SDN 57 Banda Aceh to improve student literacy?

Answer:

The creative approach at SDN 57 Banda Aceh is implemented through a series of strategies that involve direct interaction with students. One of them is the use of learning methods that emphasize creativity, such as art projects, role plays, and the use of technology in the classroom. Teachers ensure that each learning material is designed to spark students' imaginations and make it relevant to their everyday lives.

2. What is the role of teachers in increasing student literacy through creative approaches?

Answer:

The role of teachers is very significant in increasing student literacy through creative approaches. Teachers are not only transmitters of information, but also facilitators of creativity. They design

engaging learning experiences, provide challenges, and support students in developing a deep understanding of the material. Teachers also serve as role models, encouraging students to explore new ideas and express themselves through various media.

3. How do students respond to creative approaches in literacy learning?

Answer:

Student response to the creative approach was very positive. They show greater interest in learning and are more enthusiastic about participating. Students report that creative learning methods make learning more fun and motivate them to be more active. Survey and interview results show that students feel more motivated to read and write, and feel more confident in expressing their ideas.

4. Are there any challenges faced in implementing creative approaches to improve student literacy?

Answer:

Although the creative approach yielded positive results, we faced several challenges. One of them is the teacher's readiness to design and implement creative strategies. Some teachers acknowledged the need for additional training to fully understand how to integrate creativity in literacy learning. Apart from that, there are logistical constraints, such as the availability of adequate resources and limited time in the learning schedule.

5. How to involve parents in supporting increased student literacy through creative approaches?

Answer:

Involving parents is an important aspect in increasing student literacy. We hold regular meetings with parents to explain the creative approaches being used at school, their benefits, and how parents can support them at home. Parents are also invited to take part in a number of creative literacy activities at school, allowing them to see first-hand the positive impact this approach can have on their children's literacy development.

## **2. Discussion**

The interview results show that at SDN 57 Banda Aceh, a creative approach to increasing student literacy is implemented through a series of strategies that focus on direct interaction with students. Teachers at this school act as facilitators of creativity by implementing learning methods that emphasize aspects of creativity, such as art projects, role plays, and the use of technology in the classroom. Each learning material is designed to explore students' imaginations and ensure its relevance to students' daily lives. The role of teachers in increasing student literacy through creative approaches is very significant. They are not only transmitters of information, but also function as facilitators of creativity.

Teachers at SDN 57 Banda Aceh design interesting learning experiences, provide challenges, and provide support for students to develop a deep understanding of literacy material. They also serve as role models, encouraging students to explore new ideas and express themselves through various media. Student responses to creative approaches in literacy learning are very positive. Students show greater interest in learning and are more enthusiastic about participating. Creative learning methods make learning more fun, and students feel

more motivated to read and write. Surveys and interviews show that students feel more confident in expressing their ideas. Although the creative approach provided positive results, SDN 57 Banda Aceh faced a number of challenges in implementing this strategy.

Some teachers acknowledged that additional training was needed to fully understand how to integrate creativity in literacy learning. Logistical constraints such as the availability of adequate resources and time constraints in the learning schedule are also challenges that need to be overcome. In an effort to involve parents in supporting increased student literacy through creative approaches, SDN 57 Banda Aceh holds regular meetings. These meetings are designed to explain creative approaches being implemented in schools, their benefits, and how parents can support them at home. In addition, parents are invited to take part in several creative literacy activities at school, allowing them to see first-hand the positive impact this approach can have on their children's literacy development. All the results of these interviews reflect SDN 57 Banda Aceh's commitment to creating an innovative and interesting learning environment to increase student literacy through creative approaches.

#### **D. Conclusion**

Based on the results of the research that has been conducted, the researcher concludes that implementing a creative approach in increasing student literacy at SDN 57 Banda Aceh is a significant and positive effort. The teacher's role as a facilitator of creativity is seen to play a central role in creating interesting and relevant learning experiences. Positive responses from students show that creative learning methods can increase students' interest in literacy and help overcome some barriers to



learning. However, challenges such as the need for additional training and resource availability need to be addressed. Involving parents as partners in supporting creative literacy is also an important part of the school's strategy. In conclusion, SDN 57 Banda Aceh shows commitment to creating an innovative learning environment to increase student literacy through creative approaches.

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