

Workshops and Mentoring as a Strategy to Empower Teachers in Developing 21st-Century Learning-Based Teaching Materials

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Abstract

The community service program conducted at Pondok Modern Darussalam Bogor aimed to enhance teachers' abilities in developing 21st-century learning-based teaching materials through three structured stages: training, mentoring, and reinforcement. During the training phase, teachers were provided with both conceptual and technical understanding of teaching material development using interactive methods that encouraged active participation. The mentoring phase was carried out intensively over the course of one month and focused on content development, evaluation planning, and draft presentations. This phase was tailored to each teacher's context and subject area. The mentoring sessions resulted in a notable improvement in the quality of the teaching materials, which became more structured, relevant, and aligned with character values and 21st-century competencies. However, participants also encountered various obstacles, such as limited digital literacy, lack of access to appropriate references, and high workload. The reinforcement phase was then designed to restore participants' motivation and address these challenges through reflective sessions, motivational support, and practical digital training. Overall, this program demonstrated that a gradual and collaborative approach can successfully empower teachers to become innovative and reflective learning agents. Moreover, the program fostered a writing culture and helped establish a sustainable professional learning community within the madrasah and pesantren educational environment

Keywords: 21st-Century Learning, Mentoring, Textbooks, Workshop

A. Introduction

The rapid development of science, technology, and information in the 21st century has brought significant changes in the field of education. The paradigm of 21st-

century learning emphasizes not only the mastery of knowledge but also the development of competencies such as critical thinking, creativity, communication, and collaboration. In this regard, teachers are expected to design teaching materials that are not only content-oriented but also able to foster students' higher-order thinking skills, adaptability, and problem-solving abilities. Nevertheless, many teachers still face various challenges in developing teaching materials that are in line with the demands of 21st-century learning. Limited knowledge, lack of exposure to innovative strategies, and insufficient professional support often result in teaching materials that remain conventional, less engaging, and not fully relevant to current educational needs.

To overcome these challenges, workshops and mentoring appear as strategic approaches to empower teachers in professional practice. Workshops serve as platforms for teachers to gain knowledge, skills, and practical experience through collaborative and interactive activities. They allow teachers to explore innovative teaching material designs and to practice new methods in a supportive environment. Meanwhile, mentoring provides continuous support and professional guidance, ensuring that the knowledge and skills acquired in workshops can be sustainably applied in classroom practice. The integration of workshops and mentoring is therefore considered an effective model for empowering teachers, as it combines knowledge acquisition with ongoing feedback and support, resulting in more innovative, student-centered, and future-oriented teaching materials, based on this condition, it becomes essential to investigate how workshops and mentoring can be applied effectively as strategies to empower teachers in developing teaching materials that reflect 21st-century learning principles. This study aims to analyze the role of workshops in enhancing teachers' capacity, examine the contribution of mentoring in sustaining the application of innovative practices, and evaluate the effectiveness of combining these two strategies in teacher professional development. The results of this study are expected to contribute theoretically by enriching the literature on teacher empowerment, practically by providing insights for schools and educational policymakers in designing professional development programs, and socially by supporting the creation of competent and innovative teachers who are capable of preparing students to face global challenges.

Community service is part of the implementation of the Tridharma of higher education which requires lecturers and educational institutions to actively contribute to improving the quality of society, especially through social, economic, and educational aspects. One example of its implementation is the activity at the Darussalam Modern Islamic Boarding School in Bogor, which is a branch of the Darussalam Modern Islamic Boarding School Gontor with an educational system based on the Islamic Model Curriculum (KMI). Based on the results of the Pre-PkM activities, several weaknesses were found among the teachers of the Darussalam Modern Islamic Boarding School in Bogor, namely the low level of scientific work produced by the teachers, which according to Ministerial Regulation No. 16 of 2009, school or madrasah teachers from primary to secondary levels are required to carry out

professional development activities, which include self-development, scientific publications, and work innovation. From the results of the initial research, several problems were found at the PkM activity location, such as the low productivity of teachers' scientific work, the dominance of lecture learning methods, the use of outdated teaching materials, and the lack of 21st-century competencies among students, especially in the aspects of critical thinking, analytical, and collaboration.

Based on the above problems, there needs to be an activity that encourages teachers to be motivated in compiling teaching materials that are in accordance with the competencies needed in this digital era by providing skills through workshops and mentoring in compiling teaching materials based on 21st-century learning so that it is hoped that each teacher will be able to create scientific works in the form of textbooks that are more interactive and adaptive to the needs of the times. This effort reflects the real implementation of the Tridharma of higher education, supports the quality of education in Islamic boarding schools while providing a positive contribution to the progress of the surrounding community in facing the demands of modern education and 21st-century skills.

B. Literature Review

Society has now entered a new era in which science and technology are developing rapidly, resulting in various major changes, including in education. In the 21st century, education requires human resources capable of solving problems using their knowledge, insight, and reasoning, as well as being able to use information and communication technology to help students achieve their learning goals.¹The most important aspect in the success of education is competent and professional teachers.²Teachers are expected to be able to create engaging lesson plans, employ a situational approach, and utilize engaging and relevant teaching resources. Using engaging teaching resources is one of the characteristics of a professional educator.³ Because this can encourage students' learning motivation, so they can understand the learning material in a more effective and efficient way.⁴So that students are able to

¹Salmia, Rosleny, & Idawati. (2019). Principal Leadership Towards 21st Century Learning. *Indonesian Journal of Primary Education*, 3(2), 16–27

²Nurkholis, M. A., & Badawi. (2019). Teacher Professionalism in the Era of the Industrial Revolution 4.0. *Proceedings of the National Seminar on Postgraduate Education Programs, Universitas PGRI Palembang*, 491–498. <https://jurnal.univpgri-palembang.ac.id>

³Lestari, I. (2013). *Development of Competency-Based Teaching Materials*. Permata Academy

⁴Maghfirah, Afifulloh, Dina. (2022). Development of Flipbook Media in Thematic Learning Theme I Subtheme I Class V. *JPMI: Journal of Elementary Madrasah Education*, 4(2), 1-9.

master the competencies they need for independence and the ability to face future challenges, especially 21st century competencies.

21st-century competencies can be instilled in students through 21st-century learning methods that emphasize the development of skills relevant to the demands of the era, where technology and information are rapidly evolving. The main characteristics of 21st-century learning include:

1. Student Centered (*Student-Centered*) where Students play an active role in the learning process, not just as recipients of information.
2. Collaborative, in this aspect students are taught to work together in groups to solve problems and develop understanding.
3. Contextual means that learning must be linked to real-world contexts, so that students can see the relevance of the material to their lives.
4. Integrated with technology, in this case technology is used as a tool to increase the effectiveness of learning and
5. Students are encouraged to develop 21st century skills known as the 4Cs, namely *Critical Thinking, Communication, Collaboration, dan Creativity*.

To facilitate the implementation of 21st century learning, teaching materials are needed that can adopt this method, so that encouragement and motivation are needed for teachers to compile and write teaching materials based on 21st century learning. Writing comes from the word write, the verb to write which means to string or arrange words using a pen or a computer. Writing can also be interpreted as pouring out a thought, idea, idea through writing, drawing, making letters, composing stories.⁵ Meanwhile, according to Tarigan, writing is expressing graphic symbols through a language that can be understood by other people.⁶ Based on the definition above, it can be concluded that writing is a person's activity in expressing thoughts or ideas through a particular language in the form of pictures, graphic symbols or a series of words using tools such as pens, computers, brushes, canting that can be understood by other people.

Teaching materials are any form of material used to assist teachers or instructors in carrying out teaching and learning activities in the classroom. Teaching materials can be written or unwritten. According to Tomlinson, teaching materials are anything that helps students learn. Meanwhile, Prastowo states that teaching materials are a set of materials that are systematically arranged, both written and unwritten, so as to create an environment or atmosphere that allows students to learn. Teaching materials are a set of tools⁷. Teaching materials consist of several elements such as: Title, learning instructions, basic competencies or main material, supporting

⁵Susanto, A. (2013) Learning Theory and Teaching in Elementary School Jakarta: Kencana Prenada Media Group

⁶Tarigan, Hendry Guntur. 2013. Writing as a Language Skill. Bandung: Angkasa

⁷Lestari, I. (2013). Development of Competency-Based Teaching Materials. Permata Academy

information, assignments or work steps and assessments. Textbooks are also interpreted as a set of materials that are systematically and completely arranged from the competencies that will be achieved by students in learning activities.⁸. Based on various expert opinions, it can be concluded that teaching materials are any form of material used to assist teachers and students in carrying out learning activities. Good teaching materials must be systematically structured, engaging, and aligned with learning objectives.

Furthermore, Dick & Carey in developing textbooks, it is important to consider the following aspects: first, the learning motivation to be achieved; second, the suitability of the material presented; third, following a logical sequence; fourth, providing the necessary information; fifth, including practical exercises; sixth, providing feedback; seventh, including tests relevant to the material; eighth, providing instructions for the next steps; ninth, providing guidance for students regarding the stages of activities carried out; and tenth, ensuring the material is easy to remember and can be applied.⁹.

The process of developing teaching materials is carried out through several steps, namely: first, identifying the need for material to be taught; second, ensuring the material is contextual; third, selecting topics or themes that are relevant to the students' learning environment; fourth, determining the appropriate approach, exercises, activities, and learning procedures; and fifth, compiling a design for the teaching materials.¹⁰. In addition, according to Permendikbud number 8 article 3 of 2016, the structure of a textbook must include several important elements, namely: the book cover consisting of the front cover, back cover, and spine; the initial section which includes the title page, publication page, foreword page, table of contents page, list of figures page, table page, and page numbering; the content section which includes aspects of material, language, presentation of material, and graphics; and the final section which contains information about book actors, a glossary, bibliography, index, and appendices. Sabariah explained that the development of textbooks as learning resources offers various benefits¹¹First, these learning resources can help students better understand the material. Furthermore, the diversity of teaching materials

⁸Purwani Setyaningrum, Retno, Soelistya, Djoko, Desembrianita, Eva, Noor, Asmirin, & Salamah, Umi. (2022). *Textbook: Performance Evaluation*. Nizamia Learning Center

⁹ Dick, Walter, Carey, Lou, & Carey, James O. (2005). *The systematic design of instruction*.

¹⁰Anhar, Muhammad. (2019). *Development of Arabic Language Teaching Materials at the Balikpapan Islamic Education College, East Kalimantan*. *Southeast Asian Journal of Islamic Education*, 1(2), 89–97

¹¹ Sabariah, Sabariah. (2021). *School Management in Improving the Quality of Education*. *Educational: Journal of Educational Sciences*, 4(1), 116–122. <https://doi.org/10.31004/edukatif.v4i1.1764>

provided can reduce boredom among students. This makes the learning process easier and more enjoyable, while providing more engaging learning activities.

A workshop is a meeting activity where a group of people with the same interests or expertise gather to discuss, learn, and practice certain skills. This activity emphasizes active interaction, participation, and practical learning. A workshop is a form of training that focuses on direct interaction between participants and instructors or facilitators. The Cambridge Dictionary states that a workshop is a meeting attended by people to discuss and/or practice a topic. This activity is almost similar to a seminar. A workshop is defined as an activity in which a group of people with certain expertise gather and discuss certain problems and provide teaching or training to the participants. So it can be concluded that a workshop is an activity that provides teaching/training to participants, regarding theory and practice in a field. Training itself is defined as a process given to participants in a relatively short and short period of time using systematic and organized procedures to gain certain abilities or skills. Meanwhile, according to Mathis training is the process of providing abilities to people to achieve organizational goals. Training is also defined as a short-term educational process with systematic procedures to change employee behavior or improve organizational goals

The main characteristics of a workshop are: (1) Focus on practice, namely workshop activities emphasize direct application rather than theory alone. (2) Active interaction, where participants are expected to actively participate in discussions, exercises, and other activities. (3) Collaborative learning, workshops encourage participants to learn from each other and share experiences. (4) Clear objectives: Each workshop usually has specific objectives to be achieved, such as improving skills, solving problems, or developing new products.

Mentoring is a process of providing assistance or support to individuals or groups to achieve certain goals. This process involves intensive interaction between the mentor and the assisted, with the aim of increasing the capacity, independence, and welfare of the assisted. According to the Directorate of Social Assistance quoted by Setianingsih mentoring is a process of providing assistance provided by the mentor to the client in identifying the need to solve a problem and encouraging increased initiative in decision-making so that independence can be achieved. According to Miftahulhair, mentoring is one of the processes in improving the quality of life of the community, through activities aimed at improving human resources that are tailored to the needs of the community itself.

In general, the goal of mentoring is to increase the capacity and independence of the beneficiary, solve the problems faced by the beneficiary, encourage the beneficiary's active participation in the decision-making process, and create positive change in the beneficiary's life. In implementing mentoring, there are several principles that need to be considered, including: Equality, participation, Empowerment, sustainability, and contextualization are tailored to the context and needs of the mentor. Factors influencing the success of mentoring include the mentor's

competence and commitment, active participation, support from the surrounding environment, and resource availability.

21st-century learning-based teaching materials are designed to support the development of these skills. The following are important aspects in developing 21st-century learning-based materials:

1. Focus on 21st Century Skills; Teaching materials must include activities that encourage students to think critically, communicate effectively, collaborate, and be creative, because 21st century learning is learning that combines three 21st century competencies, namely learning skills, literacy skills, life skills, skills and attitudes, and mastery of technology. (Workspace, Understanding 21st Century Competencies and Effective 21st Century Learning)
2. The use of technology, in compiling teaching materials based on 21st century learning can utilize various digital media, such as videos, animations, simulations, and online learning platforms. 21st century learning is a student-centered teaching and learning process using information and communication technology as a multi-source that places students in an active role in acquiring 21st century attitudes, knowledge, skills and literacy competencies. (repository.ump.ac.id)
3. Learning is carried out using various methods that can develop students' 21st century skills, such as project-based learning, problem-based learning, inquiry learning, and others.
4. Development of Higher Order Thinking Skills (HOTS), the teaching materials created must be loaded with questions and activities that challenge students to think at a higher level, such as analyzing, evaluating, and creating.
5. There is relevance to the real world where the teaching materials prepared must be linked with issues and problems faced by students in everyday life to prepare students to master various skills so they can face real life and global competition (Benade, 2017)

It can be concluded that 21st-century learning-based teaching materials aim to prepare students for the challenges and opportunities of the digital age. Focusing on developing the 4Cs skills, utilizing technology, and project-based learning, these materials are expected to create more meaningful and relevant learning experiences for students.

C. Method

This study applied a field research approach within the framework of community service activities conducted for teachers at the Darussalam Modern Islamic Boarding School in Bogor. Field research was chosen because the main focus of this study was to directly observe, identify, and respond to the real conditions and challenges faced by teachers in developing 21st-century learning-based teaching materials. Through direct interaction in the school environment, the research team was able to obtain authentic data, capture actual practices, and design relevant interventions in the form of workshops and mentoring.

The implementation of this method was divided into three main stages, namely preparation, implementation, and evaluation. In the preparation stage, the research team conducted direct field visits and discussions with school leaders, teachers, and several students to explore and identify the core problems, particularly related to the ability of teachers to design and compile teaching materials. This stage reflects the essence of field research, where the data were obtained through observation and direct interaction with the subjects.

The implementation stage consisted of a workshop and mentoring program conducted in the school environment. The first session was an offline workshop containing presentations on the procedures for developing teaching materials based on 21st-century learning, accompanied by interactive discussions and a question-and-answer session. The second session was mentoring, conducted both offline and online, to continuously monitor and guide the teachers in producing teaching materials. This approach emphasized practical application in real classroom contexts, thereby strengthening the field research orientation of the program. Finally, the evaluation stage was carried out to assess the extent to which the objectives of the community service program were achieved. The evaluation included measuring the improvement of teachers' competencies, identifying factors that supported or hindered the process, and reviewing the quality of the teaching materials produced by the participants. The evaluation process relied on data gathered directly from the field through observations, interviews, and documentation, making it an integral part of the field research approach.

D. Results and Discussion

The initial stage of implementing community service activities begins with a workshop, which serves as an essential foundation for developing teacher professionalism. This workshop is designed as a strategy to strengthen teachers' understanding and capacity in implementing teaching materials that align with curriculum demands and the needs of 21st-century learning. During the workshop, teachers receive theoretical and practical training, covering the basic aspects of teaching material development. The main focus of this activity is to provide participants with a comprehensive understanding of the concepts, classifications, and strategies for writing effective and relevant teaching materials with a 21st-century competency-based learning approach. The training is not solely oriented towards mastering cognitive aspects, but also focuses on strengthening professional attitudes, critical thinking skills, and competencies.

The workshop materials were developed through four main components. The first component is the basic theory of teaching materials, which includes the definition, function, and purpose of their use in the learning process. Teachers are expected to understand that teaching materials are not merely supporting instruments, but rather the primary tool in translating learning objectives into

concrete and meaningful practices. This perspective emphasizes the role of teachers not merely as passive users, but as designers and developers of contextual teaching materials tailored to students' needs. The second component involves an introduction to various types of teaching materials, both printed materials such as modules, textbooks, and student worksheets, as well as digital materials such as video, audio, e-modules, applications, and information and communication technology (ICT)-based media. The selection of teaching materials is based on the principles of differentiation and student characteristics, enabling teachers to design the most appropriate and contextual teaching materials. The third component focuses on teaching material writing strategies. Teachers are guided to understand the systematic stages starting from needs analysis, formulating learning objectives, compiling content based on competency achievements, and designing learning evaluations. This process is based on pedagogical principles that emphasize the importance of meaningfulness, material relevance, and relevance to the local context. This strategy also integrates Islamic values, character building, and the principles of religious moderation, which are hallmarks of madrasah education. The fourth component introduces teachers to a 21st-century competency-based learning approach, focusing on developing critical thinking, creativity, communication, and collaboration (the 4Cs). Teachers are encouraged to develop teaching materials that are not only informative but also promote the development of life skills and prepare students to face global challenges.

The workshop's methodology was designed to be varied and participatory to increase participant motivation and active engagement. The material was delivered through interactive lectures, accompanied by case studies and concrete examples relevant to the madrasah context. Discussion and question-and-answer sessions provided participants with a platform to explore their understanding, share experiences, and develop ideas collectively. Furthermore, hands-on practice sessions were a core component of the training, where participants, both individually and in groups, were given the opportunity to design draft teaching materials based on the competencies being taught.

The expected output of this training activity is not only an increase in teacher knowledge and skills, but also the formation of a collective awareness of the urgency of innovation in the learning process. Workshop participants are expected to be able to act as agents of change in their respective madrasahs, capable of initiating the development of teaching materials that are creative, contextual, and oriented towards strengthening student competencies. This workshop provides a foundation for the next stages of community service activities, such as the preparation, testing, revision, and publication of teaching materials. Thus, the success of this workshop serves as an initial indicator of the overall quality of the community service program and has a direct impact on improving the quality of learning in madrasahs/Islamic boarding schools.



Figure 1
Implementation of the First Stage

The second phase of community service activities focused on intensive mentoring of participants in the process of writing textbooks in accordance with the principles of 21st-century competency-based learning. This activity was carried out over a month through four meeting sessions, both offline and online, held in a structured and scheduled manner. This mentoring was a continuation of the previous training phase and aimed to guide participants in applying theory to the real-world practice of textbook writing. The approach used was personalized and contextual, tailored to the level of understanding, literacy skills, and subjects taught by each participant.

In each session, participants were given the opportunity to revise and refine their textbook drafts based on the constructive feedback provided. The focus was not only on the technical aspects of writing, but also on reflection on the pedagogical approach used and its relevance to students' needs in the digital age. This mentoring activity was conducted in stages.

In the first meeting, the focus was on strengthening the basic structure of the textbook, including book identity, formulation of learning objectives, competency mapping, and content organization. Participants were asked to review the relationship between the content and character building, digital literacy, and the methods used.

The second meeting focused on developing textbook content, including the narrative process, designing learning activities based on the 4Cs (critical thinking, creativity, communication, and collaboration), and adding illustrations, case studies, and evaluative questions. Teachers are not only required to convey information but also to develop teaching materials that can activate students' critical and creative thinking skills.

The third meeting focused on designing evaluation instruments tailored to the learning outcomes and material characteristics. The evaluations developed varied in format, including multiple-choice questions, essays, mini-projects, case studies, and portfolios. Participants also received guidance on textbook layout and formatting, the use of communicative language, and consistency between objectives, content, and evaluation. Participants were also encouraged to reflect on the writing process, including identifying challenges encountered and the extent to which the manuscripts adhered to 21st-century learning principles.

At the fourth meeting, each participant presented the results of their textbook writing. This activity was complemented by a feedback session from the facilitator and other participants, serving as a forum for appreciation, exchange of good practices, and strengthening professional networks among teachers in the context of teaching materials development.

Overall, this mentoring activity contributed significantly to improving teachers' capacity in developing effective, creative, and adaptive teaching materials to meet the challenges of the times. The result of this process was not only a draft textbook ready for refinement, but also the development of a culture of writing and innovation among teachers. The intensive and collaborative mentoring demonstrated improvements in the quality of content, the structure of teaching materials, and the ability to align materials with the demands of 21st-century competencies. The success of this phase provides an important foundation for the next phase of community service, namely the process of refining, validating, and disseminating textbooks, as well as encouraging the formation of active and sustainable learning communities. This activity demonstrates that teachers play a role not only as curriculum implementers but also as developers of knowledge within the education ecosystem.



Figure 2
Mentoring Activities

The third phase of community service activities focused on strengthening activities, designed as a strategic response to the various challenges faced by participants during the process of developing 21st-century competency-based teaching materials. This phase is crucial in maintaining the enthusiasm, consistency, and quality of the teaching materials written by participating teachers. Based on an informal evaluation conducted during the previous mentoring phase, several technical obstacles were identified, such as difficulties in understanding systematic scientific writing formats, limited digital literacy, and limited access to relevant and up-to-date references. Furthermore, non-technical obstacles also affected the writing process, such as time management challenges due to a busy teaching load, as well as the emergence of psychological pressures in the form of low self-confidence, concerns about writing errors, and feelings of pressure over the academic responsibilities they carried. In response, strengthening activities focused on two main focuses: providing motivation and moral support to restore participants' enthusiasm for work, and providing concrete solutions to the obstacles faced. Activities were implemented through joint reflection sessions, open discussions, educational motivation, and the provision of practical, applicable strategies. The session began with a reflective activity that provided space for participants to express their experiences, feelings, and challenges during the teaching materials writing process. With an empathetic approach from the facilitator, the atmosphere of the activity was created as a safe and judgment-free space. This situation encouraged participants to be more open and aware that the challenges they experienced were not individual but shared by their peers. This collective awareness fostered solidarity, empathy, and self-confidence, fostering collaborative growth within the learning community.

In the next stage, the facilitator delivered motivational material linked to the real-life experiences of inspiring teachers, the urgency of the teacher's role as an agent of change, and the significance of writing teaching materials as a tangible contribution to improving the quality of education. Aspects of work spirituality, such as sincerity, responsibility, and the reward of knowledge in the form of ongoing charity, were also emphasized as a reinforcement of internal values. After the motivational session, the activity continued with designing practical solutions that participants could immediately implement. These included developing simple and structured teaching material templates, sharing trusted online references, brief training on the use of supporting applications such as Canva and Google Docs, and adjusting writing schedules to be more flexible, taking into account the realities of teachers' work.

With this holistic approach, the strengthening activities not only successfully rejuvenated the participants' enthusiasm but also improved their technical skills in developing teaching materials. The impact was evident in the

improved quality of the drafts, both in terms of systematics, depth of content, and integration of character and Islamic values. These activities also strengthened the participants' commitment to completing the writing process thoroughly and meaningfully. Therefore, this strengthening phase plays a strategic role in ensuring the sustainability and success of the entire series of community service activities, while also emphasizing the role of teachers as developers of knowledge and agents of educational transformation in the 21st century.

Figure 3
Strengthening and Evaluation Activities



Conclusion

Community service activities conducted at the Darussalam Modern Islamic Boarding School in Bogor through a training, mentoring, and strengthening model have proven effective in increasing teacher capacity in developing teaching materials based on 21st-century learning. The training provided a strong conceptual foundation, mentoring facilitated a directed writing process, and strengthening motivation successfully overcame psychological and technical barriers. This program not only produced teaching materials but also built an active, reflective, and innovative teacher learning ecosystem. This success suggests that similar programs can be adapted in various educational institutions, especially those based on Islamic boarding schools or madrasas, to support the transformation of national education to be more inclusive and globally competitive. The entire series of activities demonstrated positive changes in teacher attitudes, knowledge, and skills, as well as the creation of a collaborative ecosystem that encourages a culture of literacy and learning innovation in the madrasa environment. This training, mentoring, and strengthening model is worthy of replication in similar educational institutions, especially in Islamic boarding schools and madrasas that face challenges in developing teacher competencies related to teaching materials. Educational institutions and related agencies need to provide ongoing support in the form of literacy clinics, advanced training, and access to publication platforms so that teachers' work can be widely utilized. Teaching material products that have been prepared by teachers need to be officially integrated into the institution's learning tools, and recognized as a form of teacher professional development.

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