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Mentoring in the Preparation of Literacy and GEDSI-Based Teaching Modules

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ABSTRACT

Teachers still have difficulty in implementing literacy in classroom learning activities. Schools implement literacy movements but have not integrated literacy into learning. Teachers need to create a literacy concept that integrates literacy-based learning. Students have diverse academic abilities in learning. The method used in this empowerment activity begins with a workshop to prepare literacy and GEDSI-based teaching modules, mentoring in preparing teaching modules, implementing teaching modules, reflection, and follow-up. The mentoring activity really impacts teachers' skills in preparing teaching modules that integrate literacy and GEDSI values. Teachers can also utilize artificial intelligence technology to enrich the content of teaching modules. The teaching modules prepared cover various subjects, such as Indonesian, Mathematics, and Science. These modules are designed to provide an understanding of the material and teach the values of social inclusion and gender equality to students. Teachers can use AI to find references and creative ideas when preparing teaching modules. This technology accelerates the preparation of modules and improves the quality of learning content. Students begin to understand true literacy and implement it in daily activities.

ARTICLE INFORMATION

Keywords:
teaching module; literacy; GEDSI

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Introduction

At the beginning of 2020, the world experienced the COVID-19 pandemic, which changed all educational activities (Eduardo & García, 2024). Offline learning changes to online (Priyadi *et al.*, 2024). Changes in learning have led educators to use various platforms so that students can access education anywhere and anytime (Ma, 2023; Verma, 2017). At the same time, Indonesia also experienced a loss of learning (Mulyana & Maylawati, 2024), which was reviewed from the perspective of literacy and numeracy competencies. Therefore, Indonesia is implementing an emergency curriculum to overcome this (Iskandar *et al.*, 2023; Muzayanah *et al.*, 2021; Rosmana *et al.*, 2022). Merdeka Curriculum is an alternative curriculum often called an emergency curriculum that addresses learning setbacks during the pandemic (Suryani *et al.*, 2023; Windayani & Putra, 2022). This curriculum is also called the "Merdeka Belajar" curriculum because it emphasizes flexibility and relevance in the field, which can improve the quality of education by focusing on student-centered learning and character development (Wardani, 2023; Anggini *et al.*, 2024). The former Minister of Education, Culture, Science, and Technology of the Republic of Indonesia, Nadiem Makarim, established this curriculum to improve the 2013 Curriculum. The advantages of this curriculum are that it focuses on the essentials and development of competencies at each stage so that students can learn more deeply, meaningfully, and enjoyably without being rushed by time (Sofyan, 2011). Learning activities are also more relevant through projects that provide students with broader

opportunities to actively explore the needs around them and current issues in the school environment (Vasilyeva *et al.*, 2022).

SDN Gadingkulon 2 is one of the public schools in Dau District, Malang Regency. This school is one of those that implemented the Merdeka Curriculum. Based on interviews with teachers of SDN Gadingkulon 2, learning activities were used to implement the 2013 Curriculum, and starting in 2023, and the school used the Merdeka Curriculum, where the lesson plan changed to a teaching module. The change from making a lesson plan to a teaching module is not an easy thing and still needs to be explored (Cooper, 2017). This change also has several obstacles and challenges that must be overcome. The 2.5-year pandemic has not reduced students' understanding of literacy. Although literacy activities are carried out daily, making them a habit is still difficult. Research also reinforces this (Schult *et al.*, 2022; Zhdanov *et al.*, 2022). Literacy activities at SDN Gadingkulon 2 have been running quite well but have not had a significant impact. Students only read the text but do not understand its contents in depth. Integrating learning with literacy activities can overcome this problem. Integrating learning is a strategy that can overcome learning loss. Integrating literacy into learning has several significant benefits, such as improving reading and writing skills, developing critical thinking skills, expanding vocabulary and language comprehension, increasing student engagement, strengthening communication skills, and increasing cultural awareness (Hadianto *et al.*, 2022; Anggeraini, 2017).

Elementary school is the initial stage of formal education for students (Sable, 2024; Egerău *et al.*, 2022). This stage is appropriate for introducing the concept of gender equality, disability, and social inclusion or GEDSI by providing a deep understanding of these values from an early age. Students can understand the importance of respecting differences and feeling accepted as individuals. By introducing the concept of gender equality in elementary school, students can learn that there are no specific jobs or activities specifically for boys or girls. This understanding helps reduce stereotypes that limit opportunities for all children to pursue their interests and talents from the influence of customs and culture. This stage is also appropriate to teach students about disabilities. By positively introducing the concept of disability and prioritizing empathy and understanding towards individuals with disabilities, students can grow into a more open and inclusive generation (Prastiwi & Abduh, 2023; Fadillah *et al.*, 2022).

Integrating literacy and GEDSI into learning significantly benefits students' cognitive development and communication skills, such as improving reading and writing skills. Integrating literacy helps students develop reading and writing skills, the foundation of all learning. Students learn to understand text, analyze information, and express their ideas in writing. Other benefits include students developing critical thinking skills and expanding vocabulary and language comprehension. This integration also connects interdisciplinary learning because literacy can be integrated into various subjects, such as mathematics, science, and social studies. This integration also helps students see the connections between different disciplines and understand how literacy skills can be applied in various contexts (Fitria, 2023; Afrida *et al.*, 2023). Based on interviews and observations in the field, teachers still have difficulty implementing literacy that has a meaning beyond reading. Schools have implemented literacy movements but have not integrated literacy into learning. Teachers do not yet have a literacy concept that can integrate literacy-based learning. Some students do not have the same academic learning abilities. With these problems, the team conducted community service activities to prepare a teaching module based on literacy and GEDSI. This activity targets the primary impact of being skilled in developing teaching materials following curriculum implementation's needs.

Method

The mentoring activity for preparing literacy-and-GEDSI-based teaching modules aims to support the literacy movement program. This mentoring offers four implementation methods using the CBR method that answers real issues and problems according to the needs in the field (Susilawaty *et al.*, 2016). The preliminary step was conducted with a workshop on mentoring teaching modules with the community service team and the school's policymakers. This activity discussed problems and designed mentoring activities following current conditions and situations. Indikator keberhasilan pada *workshop* ini adalah peserta yang juga guru di sekolah sasaran mampu merancang modul ajar yang sesuai dengan kebutuhan di kelas.

The next stage is the implementation, which is divided into two activities. The first activity is Mentoring the Preparation of Literacy and GEDSI-Based Teaching Modules. The service team provided training on preparing integrated literacy and GEDSI teaching modules to target school teachers. This activity aims to provide teachers with insight and understanding regarding preparing integrated literacy teaching modules. The first activity indicates that teachers can prepare literacy and GEDSI-based teaching modules according to the needs in the classroom. The second activity is the implementation of literacy and GEDSI-based teaching modules. At this stage, the service team provides teacher assistance offline (depending on the situation and conditions) or via WhatsApp Group or other online platforms. This activity indicates that teachers can apply literacy and GEDSI-based teaching modules according to the syntax in the teaching module.

The third step in this mentoring is evaluation. At this stage, reflection is also carried out on all activities with questions, answers, and discussions as considerations or recommendations for the next activity. Indicators in this activity can write down the advantages and disadvantages, especially input from teachers.

Quantitative data were obtained from the pretest results of initial knowledge of literacy and GEDSI-based teaching modules. Three aspects of understanding are assessed in the pretest: the concept of preparing teaching modules, forms of literacy, and GEDSI. The stages of activities are collected with documentation to analyze the target product of the activity. The impact of activities on the target is collected through a posttest with the same aspects as the pretest. Data are analyzed descriptively by providing scores and interpretations of the pretest and posttest scores.

Results and Discussion

Mentoring activities for preparing literacy and GEDSI-based teaching modules at SDN Gading Kulon 2 can improve teachers' skills in designing teaching modules that integrate literacy and GEDSI. This activity is also supported by a glimpse of designing teaching modules using artificial intelligence (AI) to enrich learning content (Getman *et al.*, 2023; Polskiego & Neofilologicznego, 2024). With this technology, preparing teaching modules becomes more efficient, creative, and relevant to the needs of today's education. In addition, AI also improves teachers' digital skills in supporting the implementation of equality and inclusion values in learning. Mentoring in the creation of literacy and GEDSI-based teaching modules was attended by 11 participants: six homeroom teachers, one religion teacher, one PE teacher, two assistant teachers, and one principal. Details of the participant pretest results regarding literacy and GEDSI-based modules are presented in Table 1.

Table 1. Pretest of Initial Knowledge of Literacy and GEDSI-based Teaching Modules

Name	Understanding the concept of preparing teaching modules	Understanding the forms of literacy	Understanding GEDSI	Interpretation
Participant 1	Yes	No	No	Only understand teaching module concepts
Participant 2	Yes	No	No	Only understand teaching module concepts
Participant 3	Yes	No	No	Only understand teaching module concepts
Participant 4	Yes	No	No	Only understand teaching module concepts
Participant 5	Do not quite understand	No	No	Do not understand overall concepts
Participant 6	Yes	No	No	Only understand teaching module concepts
Participant 7	Do not quite understand	No	No	Do not understand overall concepts
Participant 8	Yes	Yes	No	Only understand teaching module concepts
Participant 9	Do not quite understand	No	No	Do not understand overall concepts
Participant 10	Yes	No	No	Only understand teaching module concepts
Participant 11	Do not quite understand	No	No	Do not understand overall concepts

Table 1 shows that 63% of mentoring activity participants understand the concept of preparing teaching modules. Participants' understanding of the material on integrating literacy and GEDSI in learning activities is 0%, or none of them understand the concept. This mentoring activity begins with analyzing problems in schools and formulating solutions to related problems. The initial design of this mentoring activity begins with the service team explaining the basic concept of teaching modules, the components of teaching modules, and the use of AI in preparing teaching modules. In this workshop, the community service team and teachers discussed school problems related to making teaching modules under the Merdeka Curriculum. The problems in schools are the lack of the concept of preparing teaching modules and literacy activities in schools that are not optimal, only limited to reading without understanding the meaning of literacy. Understanding the meaning of gender equality for both men and women who have equal rights, disabilities, and social inclusion is also limited. Students need a deep understanding of these values from an early age and understand the importance of respecting differences and feeling accepted as individuals.

The teaching module mentoring workshop is the initial activity in a series of mentoring in schools. This activity aims to review the form of teaching modules following the Merdeka Curriculum. In this activity, the concept of preparing teaching modules is realized with AI to create teaching module syntax. Participants prepare teaching modules that integrate literacy activities into classroom

learning. This literacy activity has several components, such as classes starting from recognizing vowels and consonants, reading words, reading sentences, reading fluently, reading for initial understanding, and high-level questions. In high classes, the reading component starts with writing and advanced reading comprehension skills. The module creation workshop also added a GEDSI component that equalizes gender in learning activities and provides different spaces for children with special needs. This integration is intended to facilitate differences in the classroom.



Figure 1. Implementation of Teaching Module Preparation Workshop

In this activity, teachers were introduced to the basic concepts of AI and how AI works. The materials presented were the definition of artificial intelligence and its application in education, the working principles of AI, including how this model is trained and operated, and the benefits and potential of using AI in preparing teaching modules. This activity also provided mentoring in using AI as needed. This mentoring includes accessing the AI platform, including registration, use, main features, and basic guides, such as entering questions or requests, understanding the results provided by AI, and filtering relevant information. The simulation of using AI aims to find references and creative ideas for preparing teaching modules with mentoring from facilitators. Some aspects sought include the use of AI to search for teaching materials, sample questions, additional materials, practice sessions where teachers use AI independently to design teaching modules according to the subjects they teach, and discussions and questions and answers to overcome obstacles for teachers during the practice of using AI. The results of this training provide teachers with an understanding and skills in utilizing AI. With the knowledge and skills gained, teachers are ready to integrate this technology in preparing literacy and GEDSI-based teaching modules (Getman *et al.*, 2023).

The workshop on preparing teaching modules is the second stage of mentoring activities at SDN Gadingkulon 2. This stage aims to help teachers prepare teaching modules integrating literacy and GEDSI elements. The workshop was carried out in several steps, starting with forming working groups by dividing participants into groups based on the subjects they teach, such as Indonesian, Mathematics, and Science. Each group consisted of three teachers who worked together to prepare teaching modules. The activity continued with an introduction to the concept of literacy and GEDSI. Teachers were given an understanding of the concept of literacy and GEDSI. The materials presented included the definition and importance of literacy in education, the basic concepts and principles of GEDSI, and good practices in implementing literacy and GEDSI in various countries. Next, each group was invited to identify the needs and learning objectives that would be achieved through the prepared teaching modules. Discussions were held to determine basic and core competencies, learning

objectives, and special needs of students. Teachers were trained to use AI to search for references and creative ideas to prepare teaching modules, from entering questions or requests to AI to obtain relevant information, selecting and filtering information from AI, and combining information with teachers' knowledge and experience.

After understanding the use of AI, participants drafted a teaching module based on the discussion results and references from AI. Drafting includes writing learning objectives and achievement indicators, developing teaching materials integrating literacy and GEDSI values, compiling questions and assignments, and determining inclusive learning methods and strategies. After the drafting is complete, a presentation and feedback are given. Each group's draft module was presented in front of other groups. This presentation aims to obtain constructive feedback from colleagues and facilitators. The points discussed range from the strengths and weaknesses of the teaching module, suggestions to improve the quality of the module, and additional ideas that can enrich the module content. The impact of this teaching module preparation activity is that participants can prepare literacy and GEDSI-based teaching modules that are ready to implement.

The teachers successfully prepared several teaching modules that integrated literacy and GEDSI values. These modules covered various subjects and were designed to provide an understanding of the material and teach the values of social inclusion and gender equality. For example, the Indonesian Language module was accompanied by stories highlighting inspiring female and disabled figures. Teachers' skills in using AI technology increased significantly. Teachers could use AI to search for references and compile more engaging and interactive teaching materials. They were also more critical in selecting information from the internet, so the modules compiled were high quality and relevant. Additional output from this activity was a guide to using AI for teachers to ensure that this technology can continue to be utilized after the mentoring activity. This guide includes practical steps to access and use AI and various practical steps to maximize AI in creating teaching modules. The reflection on preparing literacy and GEDSI-based teaching modules is that teachers have successfully prepared suitable teaching modules using artificial intelligence. Although initially considered a little complicated, perseverance and enthusiasm for mentoring made it easy.

At this stage, the literacy and GEDSI-based teaching modules that have been prepared are used in daily classroom learning. The implementation steps for the teaching modules include using literacy and GEDSI-based teaching modules in classroom learning. This activity initially took a little time because teachers were not used to integrating literacy and GEDSI-based teaching modules. After implementation, observations and evaluations were conducted on learning using teaching modules integrating literacy and GEDSI. The evaluation assesses the module's effectiveness in improving students' understanding of literacy activities and the application of GEDSI values. After mentoring in several meetings, participants were given a posttest and an assessment of the teaching module, according to Table 2.

Table 2. Posttest of Knowledge of Literacy and GEDSI-based Teaching Modules

Name	Understanding the concept of preparing teaching modules	Understanding the forms of literacy	Understanding GEDSI	Interpretation
Participant 1	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 2	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 3	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 4	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 5	Yes	Yes	No	Understand two components of concepts of literacy and GEDSI-based teaching modules
Participant 6	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 7	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 8	Yes	No	No	Understand one component of concepts of literacy and GEDSI-based teaching modules
Participant 9	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 10	Yes	Yes	Yes	Understand overall concepts of literacy and GEDSI-based teaching modules
Participant 11	Yes	No	No	Understand one component of concepts of literacy and GEDSI-based teaching modules

Based on Table 2, it can be concluded that participants' level of understanding of the material for preparing teaching modules reached 100%. The level of understanding of the literacy integration material reached 82%, where participants understood it well. The level of understanding of the GEDSI material reached 73%. Reflection describes the advantages and disadvantages of mentoring the preparation of literacy and GEDSI-based teaching modules. The disadvantages of the mentoring activities are expected to be appropriately overcome, and several solutions will be provided. The advantages will be followed up by implementing literacy and GEDSI-based teaching modules in classroom learning activities. The reflection stage is important to evaluate, especially the advantages and disadvantages of implementing activities from the participants' perspectives (Kusanagi, 2022; Choy, 2025). The advantage of this mentoring activity is that teachers gain a deep understanding of preparing teaching modules assisted by AI. The advantage of this activity is also the occurrence of

collaborative discussions between participants and facilitators, which produce creative ideas for preparing teaching modules and implementing literacy and GEDSI into teaching modules. This activity has a very limited time, so it is still considered lacking. Not all teachers have sufficient technological skills to support module development. Active participation from all participants, especially teachers, needs to be improved. The real impact of the activities carried out is presented in Table 3.

Table 3. Impact of Mentoring in Preparing Literacy and GEDSI-Based Teaching Modules

Mentoring Aspect	Impact
Knowledge	Teachers know about literacy and GEDSI-based teaching modules.
Module Preparation Stage	The modules created by teachers meet the standards.
Literacy	Teachers integrate literacy aspects into the modules through simple examples.
GEDSI Implementation	The modules meet aspects of gender equality, disability, and social inclusion.

Reflection activities on preparing literacy and GEDSI-based teaching modules are new for target teachers. The teachers explained that preparing teaching modules that integrate literacy and GEDSI activities is new. Teachers have been able to prepare learning activities that integrate literacy and GEDSI activities so that learning activities are more contextual and inclusive. According to the assessment indicators, the weaknesses of several modules are still not deep enough to cover aspects of literacy and inclusivity. Further mentoring is needed to integrate GEDSI values in all components of the teaching module. Teaching modules developed based on needs analysis can potentially have a high level of applicability (Sukkurwalla et al., 2024). The implementation of literacy-based teaching modules and GEDSI received an evaluation of strengths and weaknesses. Teachers showed genuine efforts in creating an inclusive classroom environment, and students began engaging in activities that integrated literacy well. However, not all students adapted quickly to the new learning approach. The addition of time to learning activities was also different from usual.

Structured follow-up is needed to ensure the sustainability and effectiveness of the mentoring activities for preparing literacy and GEDSI-based teaching modules. It can be in the form of periodic advanced training to deepen the understanding of literacy and GEDSI, forming teacher working groups or learning communities to share best practices so that they can obtain an overview of best practices in preparing teaching modules. Intensive mentoring is needed for teachers to perfect literacy and GEDSI-based teaching modules because this activity cannot be done in just a few meetings. It is important to develop several suitable teaching modules with the best examples as references for other teachers and involve literacy and GEDSI experts to provide feedback to obtain a deeper picture of the science of compiling the modules. Periodic monitoring and evaluation are also needed to assess the effectiveness of the module's implementation. With this, it can be seen how far this activity has created something positive in learning. Supportive technology also needs to be integrated to facilitate the learning of students with disabilities, such as reading aids and inclusive learning applications. Teaching modules effectively achieve goals if students can use them to provide learning convenience (Koran-Scholl et al., 2023). With this reflection and follow-up, it is hoped that the workshop and implementation of literacy and GEDSI-based teaching modules can create fair, inclusive, and meaningful learning for all students.

This workshop aims to improve teacher competence in compiling teaching modules that are literacy-based and integrate the principles of Gender Equality, Disability, and Social Inclusion (GEDSI). This activity is carried out with several appropriate steps, such as the Theory Understanding, where teachers are given an in-depth understanding of the concept of literacy (including literacy in reading

and writing, numeracy, science, digital, financial, and culture) and GEDSI. This approach ensures that teachers understand the importance of gender equality and providing space for students with disabilities in learning. The activity is continued with Module Preparation Practice. Teachers are actively invited to prepare teaching modules based on literacy and GEDSI, including creating learning activities that support diversity, equity, and the involvement of all students. This activity takes the longest because not all teachers can operate technology activities well. The activity is continued with Reflection. Teachers discuss challenges and opportunities in implementing literacy and GEDSI-based modules, share experiences, and receive input from facilitators. Teachers can prepare teaching materials with structured assistance by providing freedom to innovate (Zou, 2025). Preparation of literacy and GEDSI-based teaching modules requires a systematic approach with steps to identify student needs. This approach is carried out by analyzing student needs based on their background, literacy skills, and abilities in the classroom. Integration of literacy and GEDSI in the module develops literacy-based activities.

Implementing literacy and GEDSI-based teaching modules requires adapting teaching approaches to be effective according to the conditions of each class, such as an inclusive classroom environment where teachers create a friendly learning environment for all students, both students with academic disabilities and other regular students. Various methods, such as heterogeneous group discussions, collaborative projects, and technology-based learning, can engage all students. Evaluations must reflect students' abilities objectively, without gender or social background bias. In Reflection, Teachers must continue monitoring the effectiveness of the teaching modules and reflect on continuous improvement. Workshop activities and preparing literacy and GEDSI-based teaching modules significantly improve the quality of inclusive education. Teachers must be equipped with practical skills in designing and implementing modules sensitive to diversity and equality by ensuring that every student has an equal opportunity to learn and develop.

Conclusion

The mentoring activity for preparing teaching modules based on literacy and Gender Equality, Disability, and Social Inclusion (GEDSI) has a real impact on improving teachers' skills in preparing teaching modules that integrate literacy and GEDSI values. Teachers can also utilize artificial intelligence technology to enrich the content of teaching modules. The teaching modules prepared cover various subjects, such as Indonesian, Mathematics, and Science. These modules are designed to provide an understanding of the material and teach the values of social inclusion and gender equality to students. Teachers can use AI to find references and creative ideas when preparing teaching modules. This technology accelerates the preparation of modules and improves the quality of learning content. Students begin to understand true literacy and implement it in daily activities.

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