



Strengthening Reflective, Creative, and Critical Writing Skills Through Community-Based and Cross-Level School Literacy Programs

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ABSTRACT

Research on writing literacy has largely focused on formal schooling and single educational levels, leaving limited empirical evidence on how reflective, creative, and critical writing skills develop through integrated community-school programs across educational stages, particularly in Global South contexts. This study addresses this gap by examining a community- and school-based literacy program implemented across three learning settings in North Sumatra, Indonesia: a public book club, a lower secondary school, and an upper secondary school. Employing a qualitative field study design, data were collected through participatory observation, document analysis of students' writings, and reflective texts produced during eight literacy sessions conducted in October 2025. The findings reveal a staged development of writing skills, where reflective writing functions as an entry point for self-expression, creative writing mediates the articulation of values and empathy, and critical writing emerges as a later outcome marked by growing argumentative clarity and intellectual confidence. Participation patterns varied across contexts, yet consistent improvement was observed when writing practices were contextualized and supported through non-evaluative facilitation. This study contributes a context-sensitive literacy model that integrates reflective, creative, and critical writing across educational levels, offering theoretical and practical insights for literacy development in Global South educational ecosystems

INTRODUCTION

The ability to write reflectively, creatively, and critically is increasingly positioned as an essential 21st-century competency that determines the quality of individual participation in a global knowledge-based society. However, various recent studies indicate that writing learning practices in many countries are still experiencing a substantive crisis because they are trapped in a technical and measurable outcome orientation, rather than focusing on thinking processes and reflection (OECD, 2019; Graham, 2020). A similar phenomenon is also reflected in the Indonesian context, where writing literacy is more often understood as a formal academic skill, separated from students' life experiences and social context (Abidin, 2017). The dominance of instant digital culture reinforces this tendency by encouraging short and reactive expressions, while the ability to develop ideas deeply through writing is increasingly marginalized (Kress, 2010; Nurgiyantoro, 2022). Writing literacy in this context is not only related to language proficiency but also serves as a medium for developing self-awareness, social empathy, and critical reasoning, enabling individuals to participate meaningfully in democratic public spaces.

The development of research on writing literacy shows a significant gap in approaches and research focus. Most international studies place writing literacy within a formal institutional framework, a single educational level, and standardized curriculum-based interventions (Graham & Perin, 2007; Myhill et al., 2020). In Indonesia, a similar tendency is evident in research that still predominantly evaluates writing skills through learning outcome tests, rather than as a contextual social practice (Suyono & Widiati, 2020). Studies that integrate reflective, creative, and critical dimensions simultaneously within a single literacy program are still limited, especially those involving nonformal learning spaces such as reading communities. This gap indicates the need for practice-based research that examines writing literacy as a process that develops through social interaction, personal experiences, and continuous mentoring across educational levels (Ivanič, 2004; Kemendikbudristek, 2023).

Indonesia provides a strategic context to fill this research gap as it is situated at the intersection of the national education transformation agenda and the persistent reality of social inequality. National reports indicate that literacy skills, including writing literacy, are significantly influenced by socio-economic background, family culture, and access to a supportive literacy ecosystem (World Bank, 2020; Ministry of Education, Culture, Research, and Technology, 2022). North Sumatra Province tangibly exemplifies this dynamic, especially in non-metropolitan areas such as Padangsidempuan and South Tapanuli. The presence of The Beginners Book Club Padangsidempuan as a nonformal literacy space, SMP Negeri 1 Marancar with students from diverse socio-economic backgrounds, and MAN 2 Padangsidempuan as a relatively established secondary education institution provides a comprehensive cross-level research context. This context allows for the analysis of how writing literacy practices operate differently yet are interconnected in shaping participants' reflective, creative, and critical abilities.

Global comparisons show a contrast in approaches between European Union countries and the Global South in strengthening writing literacy. European countries tend to develop literacy through integrated policies, strong institutional support, and teacher training based on the latest research (European Commission, 2018). In contrast, Global South countries, including Indonesia, face structural challenges such as limited resources, educational access disparities, and the social burdens of learners that affect the writing learning process (Street, 2014; Tilaar, 2020). In this context, community-based literacy becomes a relevant adaptive strategy because it can bridge formal and non-formal spaces, as well as connect writing activities with real-life experiences. Literacy practices in North Sumatra show that strengthening writing does not always depend on formal policy instruments, but on social relationships, the presence of facilitators, and the consistency of contextual literacy practice.

Based on the global and national context, this study is aimed at addressing several main research questions. The first question focuses on how the implementation of a reflective, creative, and critical writing literacy program is carried out across communities and educational levels in North Sumatra. The second question examines how the social, cultural, and institutional backgrounds of the The Beginners Book Club community in Padangsidempuan, SMP Negeri 1 Marancar, and MAN 2 Padangsidempuan influence participants' responses and engagement in writing practices. The third question explores the impact of the literacy program on the development of writing skills, the courage to express oneself, and the enhancement of participants' critical reasoning. The formulation of these questions positions writing literacy as a transformative process influenced by social and pedagogical contexts.

This research provides significant empirical and theoretical contributions. Empirically, it presents documentation of community- and school-based writing literacy practices across different educational levels in Indonesia, which are still limited in the international literature. Theoretically, this study enriches literacy studies by integrating reflective, creative, and critical dimensions into a single framework of practice that is contextual and adaptive to the realities of the Global South. The findings of this research are expected to serve as a reference for the development of national literacy policies, the strengthening of community-based education programs, and more inclusive international academic dialogue regarding literacy practices from the local Indonesian context.

LITERATURE RIVIEW

Writing literacy in contemporary studies is understood as a social practice and a high-level cognitive process that functions to shape the way individuals construct meaning, reflect on experiences, and participate in social discourse. The social literacy perspective emphasizes that writing ability develops through interaction with cultural contexts, social relationships, and specific communities of practice, rather than as a neutral skill detached from the writer's life experiences (Street, 2014; Ivanič, 2004). Writing serves as an epistemic medium that enables individuals to organize knowledge, negotiate identity, and build arguments meaningfully (Hyland, 2019). International studies indicate that writing skills are closely correlated with higher-order thinking abilities, including metacognitive reflection and critical reasoning (Graham, 2020). Indonesian literature reinforces this view by asserting that writing instruction detached from the learners' social context tends to produce shallow and instrumental literacy practices (Abidin, 2017; Suyono & Widiati, 2020). This framework positions writing literacy as an important foundation for developing reflective, creative, and critical capacities in education, especially when cultivated through contextual and participatory approaches.

Reflective writing is positioned as an initial stage in the development of writing literacy because it serves to build self-awareness and the metacognitive abilities of learners. Reflection theory emphasizes that the writing process allows individuals to systematically evaluate their experiences, emotions, and understandings, enabling personal experiences to be transformed into meaningful knowledge (Moon, 2013; Ryan, 2015). International research shows that the practice of reflective writing significantly contributes to increased learning engagement, self-regulation, and the interpretation of social contexts (Graham, 2020). Studies in Indonesia show that reflective writing is highly relevant for students from vulnerable socioeconomic backgrounds because it provides a space to articulate experiences that are rarely accommodated in formal learning (Nurgiyantoro, 2022; Abidin, 2017). The reflective approach allows students to view their life experiences as a source of knowledge, rather than an academic obstacle. Within the framework of this research, reflective literacy is understood as a conceptual foundation that paves the way for the gradual and continuous development of creative expression and critical thinking skills.

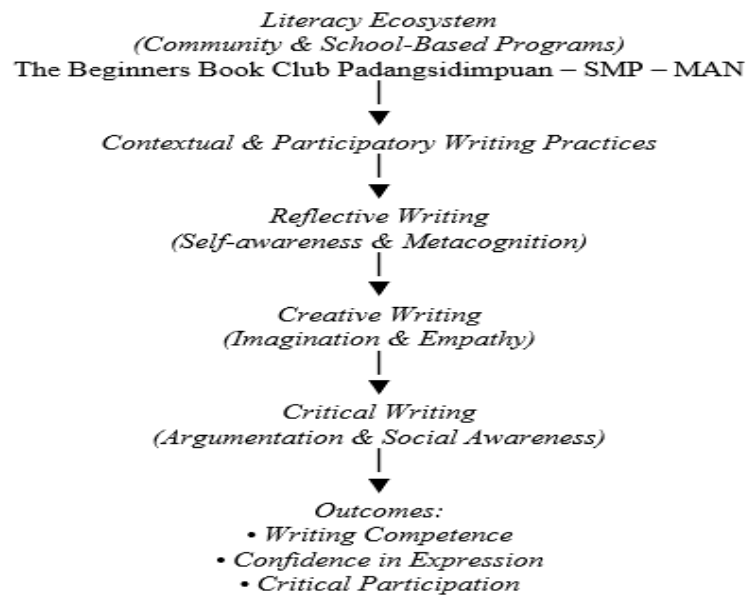
Creative writing serves as a conceptual bridge between personal reflection and the ability to construct meaning symbolically through narrative. Creativity theory in education positions creative writing as an exploratory process that develops cognitive flexibility, imagination, and social empathy (Kaufman & Beghetto, 2009; Cremin et al., 2019). The practice of creative writing allows individuals to transform reflective experiences into stories that contain values, conflicts, and social perspectives. International studies show that creative writing contributes to strengthening moral sensitivity and learners' emotional engagement in the learning process (Cremin et al., 2019). Indonesian literature emphasizes that short story writing is an effective medium for character and empathy education because it allows learners to articulate human values

implicitly and contextually (Nurgiyantoro, 2022). In this study, creative literacy is positioned as a transitional stage that enriches reflective expression while preparing a more systematic thinking structure as a prerequisite for the development of critical literacy.

Critical writing is understood as a form of advanced literacy that emphasizes the ability to analyze social realities, evaluate information, and construct arguments based on data and logic. Critical literacy theory views writing as a tool to question social structures, power relations, and practices of injustice, enabling individuals to actively participate in the public sphere (Freire, 2018; Street, 2014). International studies show that argumentative writing skills develop optimally when learners have adequate reflective and expressive capacities (Hyland, 2019). Research in Indonesia indicates that students' difficulties in writing argumentative essays are often caused by writing instruction that is not developed gradually and contextually (Suyono & Widiati, 2020). Within the framework of this research, critical literacy is positioned as the pinnacle of writing literacy development, supported by a reflective and creative foundation through writing practices based on real social experiences.

Community-based literacy approaches and cross-level education provide an integrative framework for the sustainable development of writing literacy. The theory of communities of practice explains that learning occurs effectively when individuals engage in meaningful activities with their community, both in formal and non-formal settings (Lave & Wenger, 1991). Global South literature emphasizes that community-based approaches serve as an adaptive strategy to overcome the structural limitations of formal education (Street, 2014). Studies in Indonesia show that literacy communities play a strategic role in building a culture of reading and writing across ages and social backgrounds (Ministry of Education, Culture, Research, and Technology, 2023). The integration of literacy communities with schools across different levels allows for the continuity of writing literacy development from reflective, creative, to critical. This framework serves as the conceptual basis for research in mapping the strengthening of writing literacy as a contextual and participatory tiered process.

Conceptual Framework of the Study



METHODOLOGY

This study uses a qualitative approach with a context-based field study design, aimed at deeply understanding the process and meaning of strengthening reflective, creative, and critical writing skills through cross-community and cross-educational level literacy programs. A qualitative approach was chosen because writing literacy is understood as a social practice that cannot be reduced to measurable variables alone, but needs to be analyzed through participants' experiences, interactions, and contexts (Creswell & Poth, 2018; Merriam & Tisdell, 2016). This design allows for the exploration of the dynamics of literacy as a gradual process that develops through participatory practice, rather than as an outcome of instant learning. Field studies are relevant for capturing the complexity of local contexts, social relations, and participants' responses to literacy interventions that are contextually based (Yin, 2018). The theoretical framework of social literacy and critical literacy serves as the epistemological basis of this research because it positions writing as a reflective, creative, and critical activity that is tied to the life experiences and social structures of the participants (Street, 2014; Ivanič, 2004). This approach is also in line with literacy studies in Indonesia, which emphasize the importance of social and cultural contexts in developing writing skills (Abidin, 2017; Suyono & Widiati, 2020). Thus, the research methodology is designed to produce a deep contextual understanding, not statistical generalization, while still maintaining conceptual transferability to similar literacy contexts.

The units of analysis in this study are multiple and context-bound, covering three research locations in North Sumatra Province, namely the The Beginners Book Club Padangsidempuan community, SMP Negeri 1 Marancar, and MAN 2 Padangsidempuan. The main units of analysis consist of writing literacy practices carried out in eight activity sessions, participants' responses and engagement, as well as written artifacts produced during the program. Research participants include adult community members from various

professions in The Beginners Book Club Padangsidempuan, eighth-grade students at SMP Negeri 1 Marancar, and eleventh and twelfth-grade students at MAN 2 Padangsidempuan. This study positions participants as active subjects involved in the learning process, rather than merely objects of observation. The data collection period took place in October 2025, coinciding with the implementation of the literacy program at each location. The specifications of this unit of analysis allow for comparisons across educational levels and learning spaces, while also capturing variations in social and pedagogical contexts that influence writing practices. This cross-context approach aligns with recommendations from Global South literacy studies, which emphasize the importance of multilevel analysis to understand disparities and the potential for comprehensive literacy enhancement (Street, 2014; OECD, 2022). With a clear and well-defined unit of analysis, this study ensures data traceability and consistency in analysis across locations.

The data collection techniques were carried out through participant observation, document analysis, and participants' written reflections. Participant observation was used to record the dynamics of interaction, facilitation strategies, and participants' responses during literacy activities, allowing the researcher to understand the learning process contextually (Merriam & Tisdell, 2016). Document analysis included learning materials, activity notes, and participants' written works in the form of reflective writings, short stories, and essays. These written artifacts were analyzed as representations of the development of participants' reflective, creative, and critical writing skills. Participants' written reflections were used to explore subjective perceptions of their writing experiences and the impact of the literacy program on their thinking and expression. Data analysis was conducted thematically by following the stages of open, axial, and selective coding to identify patterns, themes, and relationships between categories (Braun & Clarke, 2021). The analysis process was carried out iteratively and repeatedly, so that the findings produced reflect consistency between empirical data and the theoretical framework. This approach allows for the integration of data across sources and contexts, as well as supporting the development of findings that are analytical and layered.

The validity and reliability of the data are ensured through the application of the principles of credibility, transferability, dependability, and confirmability. Credibility is strengthened through source and technique triangulation, by comparing the results of observations, written artifacts, and participant reflections to ensure consistency of findings (Lincoln & Guba, 1985). Transferability is achieved by providing detailed contextual descriptions regarding the location, participants, and research process, allowing readers to assess the relevance of the findings to other contexts. Dependability is maintained through systematic documentation of the entire research process, from planning, data collection, to analysis. Confirmability is reinforced through researcher reflexivity and tracking analytical decisions to minimize subjective bias. This trustworthiness approach aligns with qualitative methodology standards in educational and international literacy research (Creswell & Poth, 2018; Braun & Clarke, 2021). Thus, this research methodology not only meets

procedural accuracy but also has a strong epistemological justification and can be academically accountable.

RESULT

Patterns of Differentiation in Participation and Engagement of Participants Across Literacy Contexts

The research results indicate a clear differentiation in participation patterns between the The Beginners Book Club Padangsidimpuan community, junior high school students of SMP Negeri 1 Marancar, and students of MAN 2 Padangsidimpuan. Members of The Beginners Book Club Padangsidimpuan community showed active involvement from the beginning of the activities, marked by their readiness to discuss, courage in expressing personal views, and ability to write about life experiences relatively fluently. Community participants did not show resistance to writing activities and tended to view literacy activities as a space to share experiences and reflect. Interactions occurred in both directions with equitable participation among members, both in discussions and writing practice.

Students of SMP Negeri 1 Marancar showed low initial participation and tended to be passive. Most students had difficulty starting to write, took a long time to write the first sentence, and showed a high dependence on facilitator guidance. Limited basic reading and writing skills in some students also contributed to the low initial participation. Changes in participation began to appear when the learning approach was oriented towards the students' daily experiences and carried out individually. Personal guidance and the use of simple language helped students start writing gradually and gain the courage to complete their writing, even with a limited structure.

MAN 2 Padangsidimpuan students demonstrated a high and relatively stable level of participation throughout the activities. The participants were able to follow instructions independently, actively asked clarifying questions, and showed readiness to complete writing assignments within the given time. Discussions were dynamic with the involvement of the majority of students. This differentiation pattern indicates that participant engagement is influenced by previous literacy experiences, the learning environment, and psychological safety in writing. The variation in participation across contexts aligns with empirical findings on literacy engagement in community and secondary education in developing countries (UNESCO, 2021; Sari & Nugroho, 2023).

Gradual Development of Participants' Reflective Writing Skills

Analysis of participants' reflective writing shows a relatively consistent pattern of gradual development across all research locations. In the initial stage, most writings are descriptive and only provide an account of events without exploring emotions, attitudes, or personal meaning. Students of SMP Negeri 1 Marancar generally write one to two simple sentences with limited structure and minimal vocabulary. The writing tends to be informative and does not yet demonstrate reflective awareness of the experiences written about.

Progress began to be seen when participants were directed to write about personal experiences close to everyday life, such as relationships with family, experiences at school, or activities helping their parents. Participants' writings began to include expressions of feelings, such as happiness, sadness, or disappointment, although still conveyed implicitly and not yet well-structured. Some students started to add simple evaluative sentences that showed self-awareness of the experiences they had, such as regret, hope, or a desire to change. Members of The Beginners Book Club Padangsidimpuan and students of MAN 2 Padangsidimpuan show faster and deeper reflective development. Their writings contain self-evaluation, recognition of attitude changes, and derivation of meaning from the experiences described. The reflections focus not only on events but also on the impact of experiences on ways of thinking and behaving. This pattern indicates that reflective skills develop through repeated practice and the relevance of the topics to the participants' life experiences. These findings align with empirical research on the development of written reflection in literacy programs and secondary education (Dyment & O'Connell, 2010; Utami, 2022).

Variation in Quality and Theme in Participants' Creative Writing Research results show a clear variation in quality and theme in participants' creative writing, especially in short story writing exercises. Students of SMP Negeri 1 Marancar tend to focus on everyday themes such as family, friendship, and the surrounding environment. The stories are written with a linear plot, simple conflicts, and direct resolutions. The language used is straightforward with minimal description, yet it shows an initial courage in developing characters and settings based on local experiences close to the students' lives.

Members of The Beginners Book Club Padangsidimpuan showcase a more diverse range of themes, covering self-identity, social relationships, professional experiences, and reflections on adult life. Their writings demonstrate an exploration of more varied perspectives as well as the use of simple symbols to convey messages. Stories often originate from personal experiences that are then developed into fictional narratives, making the line between reflection and creativity fluid.

Students of MAN 2 Padangsidimpuan produced short stories with a relatively coherent narrative structure. The stories include character introductions, developing conflicts, and resolutions that contain implicit moral messages. Themes of empathy, honesty, social care, and responsibility appear dominantly. This variation shows that the quality of creative writing is influenced by reading experiences, language proficiency, and the social background of the participants. These thematic patterns align with empirical findings on creative writing practices in secondary schools and Southeast Asian literacy communities (Cremin et al., 2017; Hidayat & Sari, 2023). Field data confirms that creative writing serves as a medium for expressing values and social experiences in context.

Strengthening Participants' Critical Writing Skills and Intellectual Courage

Research results indicate that essay writing practice contributes to strengthening participants' critical writing skills and intellectual courage, particularly among students of MAN 2 Padangsidimpuan and members of The

Beginners Book Club Padangsidempuan. Students of MAN 2 Padangsidempuan are able to compose essays with a clear basic structure, including an introduction to the issue, a statement of opinion, and a simple conclusion. The issues raised relate to education, the environment, and social media. Arguments are supported by concrete examples from school experiences and daily life, although the use of formal data is still limited.

Members of the The Beginners Book Club Padangsidempuan community demonstrate more mature and structured argumentative skills. Their writing tends to connect local issues with professional experiences, social events, and readings they have accessed. The authors' positions on the issues are expressed more firmly and consistently. Arguments are developed logically even without written academic references. The writing reflects clarity of stance and the courage to express personal views in the public literacy space.

Students of SMP Negeri 1 Marancar have not yet demonstrated fully critical writing skills, but they do show an increased willingness to express their opinions in writing. The change is evident in the longer length of their texts, the clarity of their statements of position, and their willingness to complete writing assignments to the end. This pattern indicates that intellectual courage grows through repeated writing practice and does not emphasize formal evaluation. These findings are consistent with empirical reports on the development of written argumentation and academic confidence in adolescents (Wingate, 2019; Lestari, 2022).

DISCUSSION

Findings regarding the differentiation of cross-context literacy participation confirm the global view that engagement in writing practices is greatly influenced by the learning ecosystem and previous literacy experiences. International studies show that adult learners and students in established academic environments tend to have higher literacy confidence compared to students from vulnerable socio-economic backgrounds (Barton & Hamilton, 2012; Kalantzis & Cope, 2020). The results of this study align with these findings, but also challenge the deterministic assumption that low initial participation always leads to literacy failure. The context of SMP Negeri 1 Marancar shows that participation can grow when pedagogical approaches are adapted to the social realities of the participants. This difference emphasizes that the theory of global literacy participation needs to be read contextually within the Global South setting, where structural barriers are often more dominant than individual motivational factors. Studies in Brazil and India show similar patterns, where experience-based literacy is able to increase the engagement of marginalized students even with initially low achievement (Street & Lefstein, 2017; Darder, 2024). Thus, the findings of this study not only confirm the theory of global literacy participation but also expand it by emphasizing the importance of pedagogical adaptation based on the local context.

The gradual development of reflective writing skills in this study reinforces the theory of reflection as a learning process that is not instantaneous and heavily relies on a safe space for expression. International literature emphasizes that written reflection develops through a cyclical process of

experience, articulation, and self-evaluation (Boud, Keogh, & Walker, 1985). The findings of this study confirm this framework, particularly among students of SMP Negeri 1 Marancar, who showed increased reflectiveness after being given the opportunity to write about personal experiences without evaluative pressure. Differences in the speed of reflective development between the communities of The Beginners Book Club in Padangsidempuan, MAN, and the junior high school challenge the uniform approach to reflection in global curricula. Studies in Finland and Canada show that reflection is often assumed to be a ready-to-use skill for all learners (Kember et al., 2017). The findings of this study indicate that this assumption is less relevant in the context of Indonesia, where reflection needs to be guided gradually. An important contribution of this research lies in emphasizing that reflective writing in the Global South should be positioned as a mentoring process, rather than merely a cognitive instruction.

The variation in quality and themes in participants' creative writing enriches the international discourse on the relationship between creativity, literacy, and social context. Global theories often position creativity as an individual capability influenced by freedom of expression and access to reading materials (Craft, 2011; Beghetto, 2019). The findings of this study confirm this view, yet also show that creativity continues to flourish among participants with limited literacy access when local experiences are used as a narrative source. Simple yet contextual short stories by junior high school students demonstrate that creativity does not always depend on the complexity of language. Studies in South Africa and the Philippines show a similar pattern, where local narratives become the main medium for developing creative literacy (Pahl & Rowsell, 2020). These findings challenge global standards that often assess creativity based on the structural complexity of texts. The Indonesian context shows that creative value also lies in the courage to narrate authentic social experiences. Thus, this study contributes to expanding the definition of creative literacy to be more inclusive and contextual in the global discourse.

Strengthening participants' critical writing skills and intellectual courage demonstrates an engaging dialogue with global critical literacy theory. International literature emphasizes that critical literacy develops through social awareness and data-driven argumentative skills (Luke, 2018; Giroux, 2020). The findings of this study confirm that essay practice encourages the emergence of the courage to voice opinions, particularly in MAN and the The Beginners Book Club community in Padangsidempuan. Differences appear in the sources of legitimacy for arguments, which rely more on contextual experience than formal data. This pattern differs from the context of developed countries, where access to academic sources is more widespread. Studies in Mexico and Vietnam show that experience-based argumentation is an important initial phase before participants are able to use formal data critically (Canagarajah, 2018; Phan, 2021). These findings confirm that critical literacy in Indonesia develops through contextual and gradual pathways. The main contribution of this study lies in affirming that intellectual courage is an important prerequisite for critical literacy in the Global South, which is often overlooked in global literacy models that overemphasize formal cognitive aspects.

CONCLUSIONS AND RECOMMENDATIONS

This study addresses the research questions by showing that community- and school-based literacy programs across educational levels in North Sumatra are able to strengthen participants' reflective, creative, and critical writing skills gradually and contextually. The findings indicate that participant engagement is not homogeneous but is influenced by social background, previous literacy experiences, and the learning environment. Reflective writing practices serve as an initial foundation that allows participants to safely narrate personal experiences. Creative writing functions as an expressive bridge that develops empathy and social imagination. Critical writing emerges as an advanced outcome characterized by intellectual courage and the ability to construct arguments based on contextual experiences. Thus, this study affirms that strengthening writing literacy does not happen instantly, but through a tiered process that requires guidance and continuous opportunities for expression.

The theoretical contribution of this research lies in the strengthening and expansion of the social literacy framework in the context of the Global South. The research findings confirm global literacy theory, which positions writing as a social practice, while also challenging the assumption of the universality of literacy models oriented toward formal cognitive readiness. This study shows that reflection, creativity, and critique develop through contextual pathways influenced by participants' life experiences and social relationships. The integration of reflective, creative, and critical literacy into a single cross-level framework enriches the discourse on literacy by offering a conceptual model that is more adaptive to the realities of education in regions with social inequalities and diverse literacy access.

The policy implications of this research emphasize the importance of developing literacy that not only focuses on measurable academic achievement, but also on fostering courage to express oneself, social empathy, and ethical responsibility in communication. Literacy programs need to be designed collaboratively between schools, communities, and policymakers to create an inclusive literacy ecosystem. In the context of media and communication ethics, strengthening critical writing becomes crucial to equip the younger generation with the ability to filter information, responsibly voice opinions, and avoid manipulative or destructive communication practices in digital spaces. Writing literacy thus serves as the foundation for media ethics and healthy public participation.

This research opens up opportunities for broader and more in-depth follow-up studies. Subsequent studies can explore the long-term impact of cross-level literacy programs on participants' academic achievements and social participation. Comparative research between regions or Global South countries is also needed to test the transferability of the community-based literacy model developed in this study. A mixed-methods approach can be used to combine qualitative findings with quantitative data to strengthen empirical evidence. Thus, future research is expected to expand the contribution of writing literacy as a transformative practice in education and social life.

FURTHER STUDY

This research still has limitations so that further research is needed regarding Strengthening Reflective, Creative, and Critical Writing Skills Through Community-Based and Cross-Level School Literacy Programs in order to perfect this research and increase insight for readers and writers.

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