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International Multidiciplinary Community Service Activity

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Design & Deliver:

**Integrated Reading-Writing Activities
Using Deep Learning Tools and Multimedia**

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The Association of Community Service Lecturers of Indonesia (ADPI)

18-20 April 2026

Keynote speaker



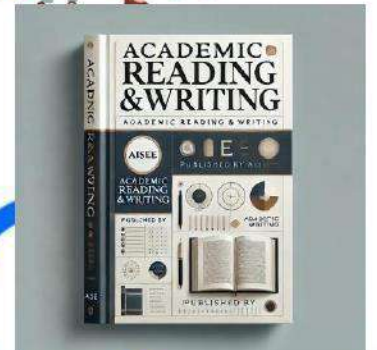
Dr. Ir. Suciana Wijirahayu, M.Pd.

Dr. Ir. Suciana Wijirahayu M.Pd. has been a permanent lecturer at the University of Muhammadiyah Prof. DR. HAMKA since 2001. She is an alumnus of Brawijaya University, and Universitas Muhammadiyah Malang. Her Master of English Education degree was from Universitas Negeri Malang, and her Doctoral Degree in English Education from the Indonesia University of Education. The research of interest includes Beliefs about language learning and Language learning strategies. She was the secretary of the English Education Study Program at UHAMKA Graduate School in 2014 and the Head of the Department up to 2017. Dr. Suciana Wijirahayu was the Chief Executive Committee at International OSA Batch 6, organized by the Association of Community Service Lecturers of Indonesia (ACSLI). She shared her research experience and community service at international conferences and actively took part as an invited speaker and committee at ICORAD 2024, and Keynote speaker at the International Community Service Activity conducted by the Association of Community Service Lecturers of Indonesia (PKM OSA 14) in 2025. **She is now the Coordinator of ADPI DK Jakarta (2023-2027).**



Students' Engagement a sign of Emotional Intelligent

- College students are no longer passive learners. **Incorporate interactive activities** like debates, simulations, and project-based learning.
- These activities tap into **various emotions, from excitement** during role-playing to analytical thinking during the discussion.
- **This variety** keeps students engaged and fosters critical thinking skills.
(Wijirahayu, 2024 p. 266)



Teaching Model of Design Based Learning for Deep learning

Weng, C., Chen, C., & Ai, X. (2023).

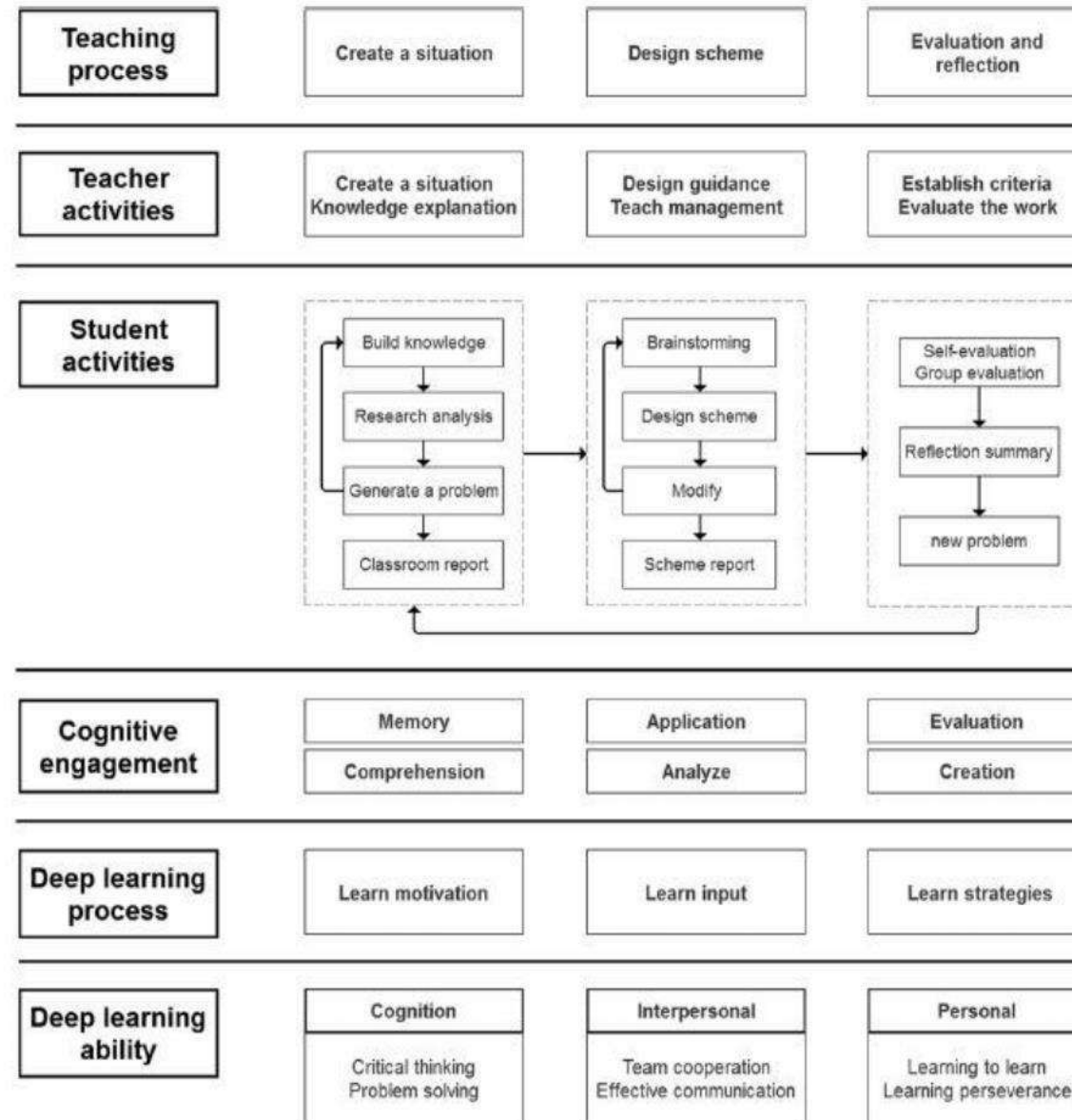
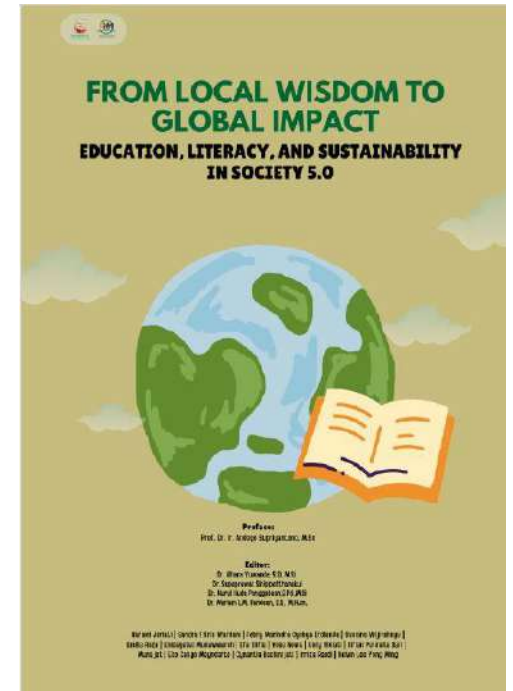


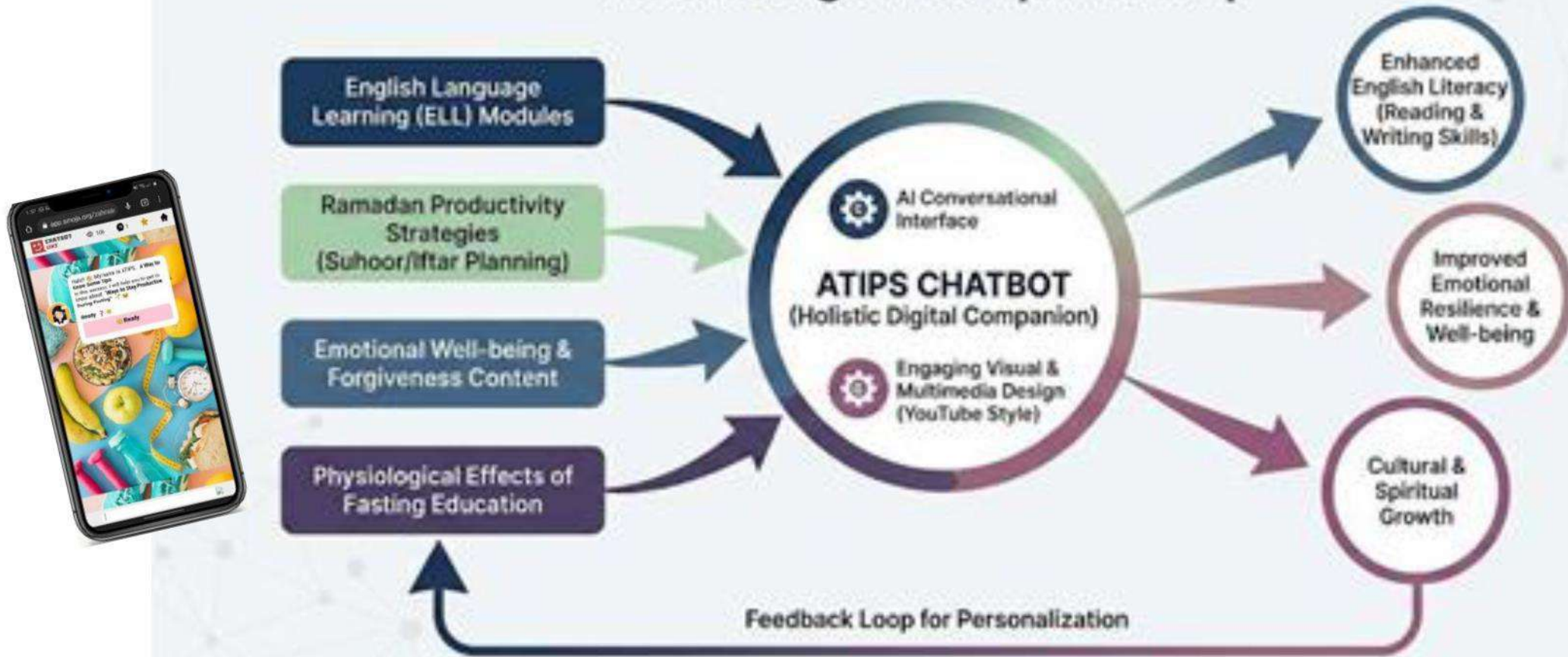
Fig. 1 Teaching model of DBL for deep learning

Positive Emotion in Reading & Writing activity

- Positive emotions are a significant driver of successful language acquisition. They create an optimal environment for learning by increasing motivation and engagement.
- When learners feel enjoyment, pride, or satisfaction from their progress, they're more likely to stay motivated and put in the effort required for long-term learning. It is enhancing memory and cognition. **Emotions like curiosity and awe can make learning more memorable.** Positive feelings release dopamine, which is linked to memory and a sense of reward, helping learners retain new vocabulary and grammar rules. It is also building confidence and reducing inhibition.
- Feeling a sense of accomplishment boosts a learner's self-efficacy, making them more willing to take risks, such as speaking in class or starting a conversation with a native speaker.
(Wijirahayu & Emilia, 2026 p.30)



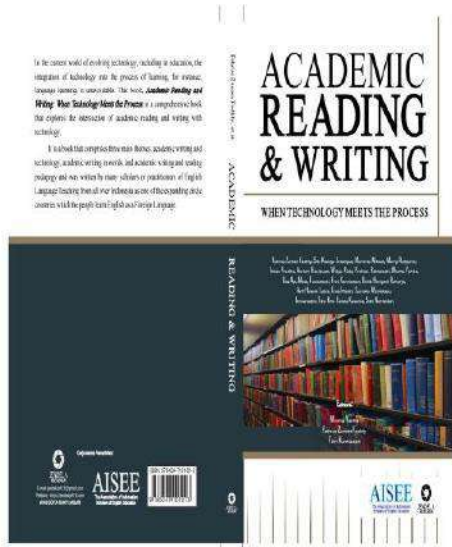
ATIPS Culturally Responsive AI Model: Holistic Digital Companionship



(Wijirahayu et al. 2026)

Emotional Learning Cycle

- **Reading Evokes Emotions that Guide Writing:** The emotions students experience while reading can shape their writing. For instance, the teacher facilitates a discussion about the emotional impact of this information. Students might express surprise at the link between gut health and emotions, or perhaps even a sense of hope that improvements in their diet could positively affect their mood.
- **Writing Strengthens Emotional Intelligence:** The act of writing itself can be an emotional journey. Wrestling with complex ideas, crafting arguments, and revising drafts can evoke a range of emotions. However, navigating these emotions and successfully completing a writing project can foster a sense of accomplishment and confidence, strengthening a student's emotional intelligence



(Wijirahayu, 2024 p. 270)

Why this works for University Students

- At the **university level**, the stakes of integrated reading and writing shift from "learning the basics" to **mastering disciplinary discourse**.
- Collaborative writing for a conference at this level requires students to move beyond being students and start acting as junior researchers. **The focus is on finding a "gap"** in existing literature and proposing a contribution that the academic community finds valuable.
- This approach treats the university student as a professional-in-training. By integrating the **reading** of professional standards with the **collaborative writing** of a real contribution, you are teaching them the "hidden curriculum" of academia—how to sound, think, and participate as a scholar.

The Foundational Goal: Stylistic Mastery

Phase	Input Modality	Output Modality	Purpose
Input (Reading/Listening)	Multimedia: Academic video abstracts, research paper excerpts, expert interviews, or graphical data.	Annotation/Outline: Critical reading notes, summary of key arguments.	Provides rich, diverse, and authentic linguistic data (written and spoken) that sets the stylistic target.
Output (Writing/Speaking)	Synthesis of 3-4 sources.	Written: Abstract, structured outline, full script. Oral: Rehearsed and delivered presentation.	Forces students <u>to actively synthesize</u> information, adopt a formal academic persona, and control their language across modalities.

The role emotions in language learning

For language learners, rather than being a hidden dimension of successful learning, **emotions can be brought to the forefront through the use of activities** that **encourage learners to reflect on the role emotions** play in their own language learning and in their **responses to the emotional demands** of **learning and using English**. (Richard, 2022)



The Core Engine: Integrated Input & Output

The model relies on complex, **integrated tasks** that require students to process multiple types of authentic input and synthesize them into a single, cohesive output.

Loop	Target Skill	Tool Prompt Focus	Revision Outcome
DL Loop 1: Stylistic Refinement	Written Output (Abstract/Outline)	"Analyze this text for academic register and conciseness . Highlight overly subjective language."	Students revise vocabulary, sentence structure, and remove superfluous language to meet genre conventions.
DL Loop 2: Cohesion & Structure	Written Output (Outline/Script)	"Analyze the logical flow and cohesion between points 3 and 4 of this outline."	Students improve transitions, topic sentence continuity, and structural integrity of the presentation narrative.
DL Loop 3: Performance Check	Oral Output (Rehearsal Transcript)	"Assess the pacing and clarity of this speech transcript. Identify areas where persuasive language could <u>be strengthened</u> ."	Students refine delivery, articulation, timing, and enhance the rhetorical impact of their spoken language.

Pedagogical Framework: Design & Deliver Model for Stylistic Mastery

This framework outlines a systematic approach to teaching advanced L2 (Second Language) students how to achieve **Stylistic Mastery** by integrating authentic multimedia input with strategic Deep Learning (DL) feedback.

Focus Area	Definition	Success Indicators (L2 Output)
Rhetorical Competence	Ability to align language choices with the audience, purpose, and genre.	Accurate and natural genre-specific phrasing (e.g., formal vs. casual).
Syntactic Complexity	Use of varied, grammatically correct, and sophisticated sentence structures.	Use of relative clauses, passive voice (when appropriate), and advanced embedding.
Cohesion & Flow	Seamless logical connection between ideas, sentences, and paragraphs.	Effective use of transitional phrases, clear topic sentences, and thematic unity.
Register & Tone Control	Maintaining a consistent tone (e.g., <u>objective</u> , persuasive, critical) suitable for the context.	Absence of informal lexicon or overly subjective language in formal tasks.

Synthesis Matrix

- When students see that their role is to "referee" the different sources, **the quality of their writing usually takes a massive leap**. They stop asking "What do I write next?" because the **Synthesis Matrix** has already told them which ideas need to be compared.

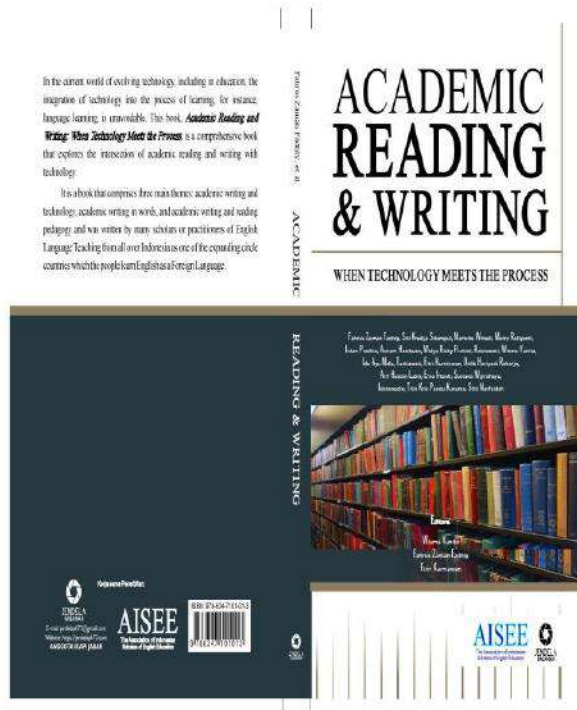
To help visualize how these pieces click together, here is a look at the workflow:

- **The magic happens** when the student realizes that a single row in that **matrix becomes the foundation for a body paragraph**.
- Instead of just repeating what they read, they are **analyzing why those sources matter in relation to each other**.
- It's the difference between a student saying "This author said X" and "While Author A argues X, the data in Source B **suggests a more nuanced reality**."



Delivering integrated reading and writing activities

- Delivering integrated reading and writing activities requires a shift from being a "lecturer" to being a "facilitator of discovery."
- **The delivery is successful** when students don't feel like they are finishing a reading task and starting a writing task, but rather that **they are using a single set of tools to explore an idea.**
- To achieve this, the delivery should follow a rhythmic flow of modeling, collaborative exploration, and independent construction.



Integrated reading and writing activities

- Integrated reading and writing activities are most effective when they are designed as a seamless cycle rather than two separate tasks. The process begins with **strategic selection**, where the educator chooses a text that serves as more than just a source of information.
- This text acts as a "mentor," providing a roadmap for vocabulary, structural organization, and tone. By selecting a piece that is slightly challenging, you provide students with the raw material they need to elevate their own writing style. **The goal is to move students away from passive consumption toward an active "writer" reading of the text.**

Analytical scaffolding

- Once the material is selected, the activity should transition into **analytical scaffolding**. Instead of asking standard comprehension questions, students are encouraged to "deconstruct" the text to see how it was built.
- This might involve annotating for specific rhetorical moves, such as identifying how an author introduces a counter-argument or how they use sensory details to establish a setting.
- **By using graphic organizers to map out these elements, students create a visual blueprint that bridges the gap between understanding someone else's ideas and generating their own.**

Conference-Ready Workflow

Stage	Integrated Task	Collaborative Output
Inquiry	Reading the Call for Papers (CFP).	A shared "Keywords & Themes" list.
Modeling	Dissecting past winning abstracts.	A group-authored "Structural Blueprint."
Production	Distributed drafting via Synthesis Matrix.	A full, unified Conference Paper.
Quality Control	Peer Review (Mock Committee).	A "Reviewer's Report" and Revision Memo.

The Role of Emotion for Joyful Learning

The essential meanings are constituted by the following meaning elements:

- Joy in learning means gaining **knowledge**, sometimes through difficulties, understanding the learning process and **achieving something with the knowledge**.
- **Joy in learning means to both influence your own learning and to be influenced.**
- Joy in learning means to **be part of a community and feel good in general.**
- Joy in learning means that **the teacher is engaged, supportive and organizes the work** so that learning is promoted.

(Cronqvist, M. 2024)

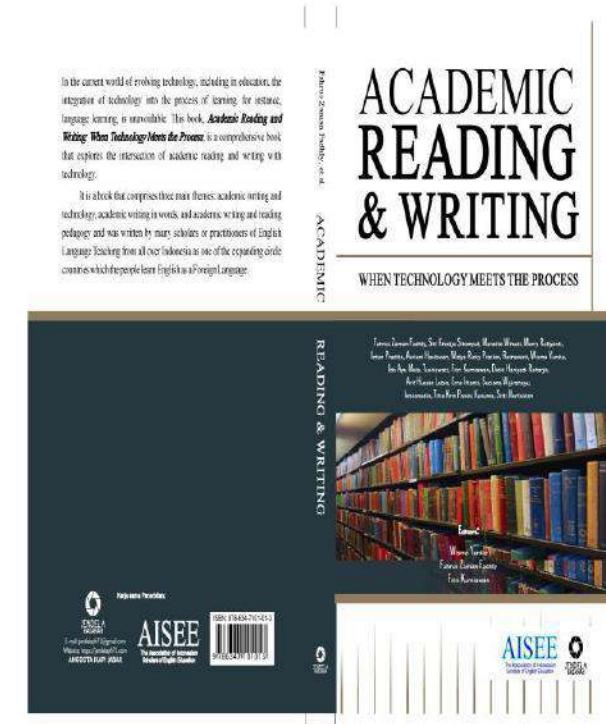


Multimedia - DL Tool & Collaborative Writing Focus

Component	Multimedia & DL Tooling	Collaborative Writing Focus
Input (Reading)	AI Semantic Search & Media Dossiers.	Identifying the "Research Gap" as a team.
Bridge (Analysis)	AI-generated Synthesis Matrices.	Reconciling conflicting data across sources.
Output (Writing)	Scripted Video & AI-Structured Papers.	Harmonizing multiple voices into a professional "House Style."
Review (Assessment)	AI-assisted Critique & Logic Checks.	Writing formal Rebuttal Memos and Revision Plans.

Fostering Learners' Emotional Experience

- **Passion for the target language and culture** is contagious. Show the enthusiasm through the teaching style and the materials chosen. Share personal anecdotes or cultural insights to spark curiosity and inspire students to explore the language deeper.
- **By creating an emotionally intelligent learning environment**, college language instructors can move **beyond rote memorization and ignite a passion** for lifelong language learning.



The "Call for Papers" (CFP) Analysis

- Before writing, students must "read" the conference itself. This is a specialized form of genre analysis.
- **The Activity:** Provide students with the **Call for Papers (CFP)** from the conference they wish to join.
- **The Task:** In their collaborative groups, students must highlight the "keywords" and "thematic priorities" the conference organizers are looking for.
- **The Goal:** They aren't just reading for information; they are reading for **alignment**. They must write a "Pitch Paragraph" that explicitly uses the language of the CFP to prove their research fits the event.

Student Action & Integrated Toolset

Phase	Student Action	Integrated Toolset
I. Deconstruct	Reading for "Gaps"	AI Semantic Search
II. Strategize	Genre Mapping	Multimedia Dossiers
III. Construct	Collaborative Writing	AI Logic Auditing
IV. Deliver	"Transcoding" for Orality	Data Viz & Q&A Simulation

Collaborative "Mentor Text" Dissection

- Students often don't know what a conference abstract or paper looks like. Integrated activities solve this by using past conference proceedings as the "text."
- **The Activity:** Groups are given 2–3 successful abstracts or "short papers" from previous years of the same conference.
- **The Task:** Using a collaborative tool (like Google Docs or a shared PDF annotator), students "reverse engineer" the texts. They mark where the authors state the *gap in research*, where they mention their *methodology*, and how they conclude with *significance*.
- **The Writing Bridge:** Each group writes a "Style Guide" based on their findings (e.g., "We noticed most winners use the first-person plural 'We' and include at least one specific statistic in the first three sentences").

Activity Type- Reading Task & Writing Task

Activity Type	Reading Task	Writing Task
The Reverse Outline	Read an editorial and identify the main claim and supporting pillars.	Rewrite the editorial from the opposing viewpoint using the same structural "pillars."
The Fact-to-Fiction	Read a non-fiction article about a historical event or scientific discovery.	Write a journal entry from the perspective of someone experiencing that event/discovery.
The Annotated Bibliography	Read three short articles on a single trend (e.g., AI in art).	Write a summary of each, followed by a paragraph explaining which argument is most "valid."

The Collaborative Drafting "Sprints"

- To prevent one student from doing all the work, deliver the writing phase as a series of **coordinated sprints** based on the collaborative reading.
- **Phase 1: The Collective Abstract.** All members contribute to a 250-word abstract.
- **Phase 2: All-in-Parallel Drafting.** Using the **Synthesis Matrix** we discussed earlier, the group divides the sections. One student "reads and writes" the Literature Review, another handles the Methodology, and a third focuses on the Findings.
- **Phase 3: The "Voice Harmonizer."** To ensure the paper doesn't look like a "patchwork," the group reads the entire draft aloud together. They must "write" transitions that link the different sections, ensuring the paper sounds like a single, unified team.

University Collaboration Workflow

Stage	Goal	Collaborative Output	Multimedia/DL Integration
Synthesis	Mapping the "Research Gap."	Shared Synthesis Matrix.	DL: Semantic search of dossiers.
Positioning	Establishing the "Niche."	Draft Introduction (CARS).	Multimedia: Video abstracts of mentor texts.
Refinement	Professional Peer Review.	Reviewer Report & Memo.	DL: AI-assisted logic & bias auditing.
Dissemination	Knowledge Transfer.	Conference Script & Slides.	Multimedia: Data viz & AI speech coaching.

The Peer Review "Mock Conference"

- Before submitting, simulate the conference environment to integrate "listening" and "oral response" into the writing cycle.
- **The Activity:** Groups exchange their drafts.
- **The Task:** Each group acts as the "Conference Review Committee." They must read the other group's paper and write a "**Reviewer's Report**" (Accept, Accept with Revisions, or Reject) with specific feedback based on the CFP criteria.
- **The Integration:** The original authors must then "read" the feedback and write a "Rebuttal or Revision Memo," explaining how they changed their paper to address the reviewers' concerns.

Collaborative Literature Mapping (The "In" Phase)

- University-level research requires a massive amount of reading. To prevent students from feeling overwhelmed, deliver this as a **Collaborative Literature Map**.
- **The Task:** Assign each student in the group 3–5 foundational texts. Instead of writing individual summaries, they use a shared digital space to "tag" the papers based on common variables: *Methodology, Theoretical Framework, and Gaps*.
- **The Integration:** Students must write a "Synthesis Memo" for the group that identifies where their assigned readings overlap or conflict. This ensures the writing is grounded in a deep, collective understanding of the field's current state.

Genre Analysis of Conference Proceedings

- To write a successful conference paper, students must analyze the **rhetorical conventions** of their specific discipline (e.g., STEM vs. Humanities).
- **The Activity:** Provide 3–5 accepted papers from a high-tier university conference.
- **The Analysis:** In groups, students deconstruct the "Introduction" section specifically. They look for the **CARS model** (Creating a Research Space):
 - Establishing a territory (What is the field?).
 - Establishing a niche (What is missing?).
 - Occupying the niche (How does our research fix this?).
- **The Bridge:** Students collaboratively draft their own Introduction using this model as a structural skeleton.

The "Reviewer-Author" Exchange

- Since university conferences are peer-reviewed, the most effective collaborative activity is a **Formal Peer Review Cycle**.
- **The Delivery:** Group A submits their draft to Group B. Group B must write a formal "Blind Review," providing critical feedback on the validity of the data and the strength of the argument.
- **The Revision:** Group A must then write a "Letter to the Editor" (you, the instructor) explaining exactly how they integrated Group B's feedback into their final draft. This mimics the actual professional academic workflow.

The Collaborative Scripting of the Presentation

- Because conferences involve both a **written paper** and an **oral presentation**, the final integrated activity is "translating" the text for a live audience.
- **The Task:** The group must "read" their own 15-page paper and "write" a 10-minute presentation script.
- **The Challenge:** They cannot simply read the paper aloud. They must rewrite their findings into "oral-friendly" language, designing visual slides that complement rather than repeat the text.





The Impact of AI-Powered Learning Tools on Academic Achievement among Students in A Private University in East Jakarta

Rahmi Meyleni Putri, Nur Azizah Muchtar , Gita Amelia Putri,
Zahra Arlianti Putri , & Suciana Wijirahayu

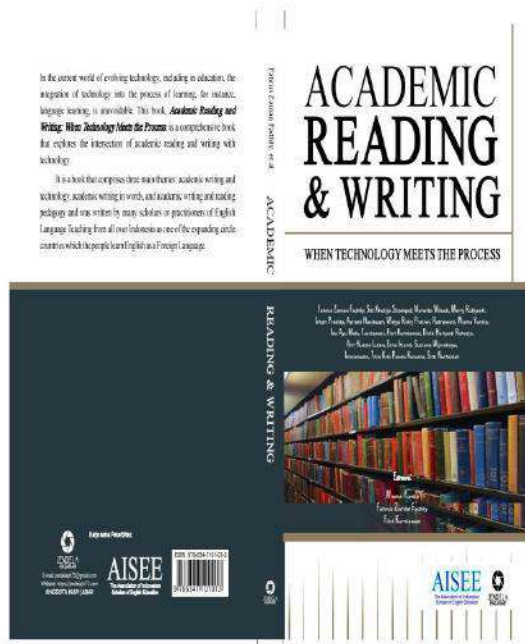
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Learning Transformation 2025



Learners' Emotional Experience

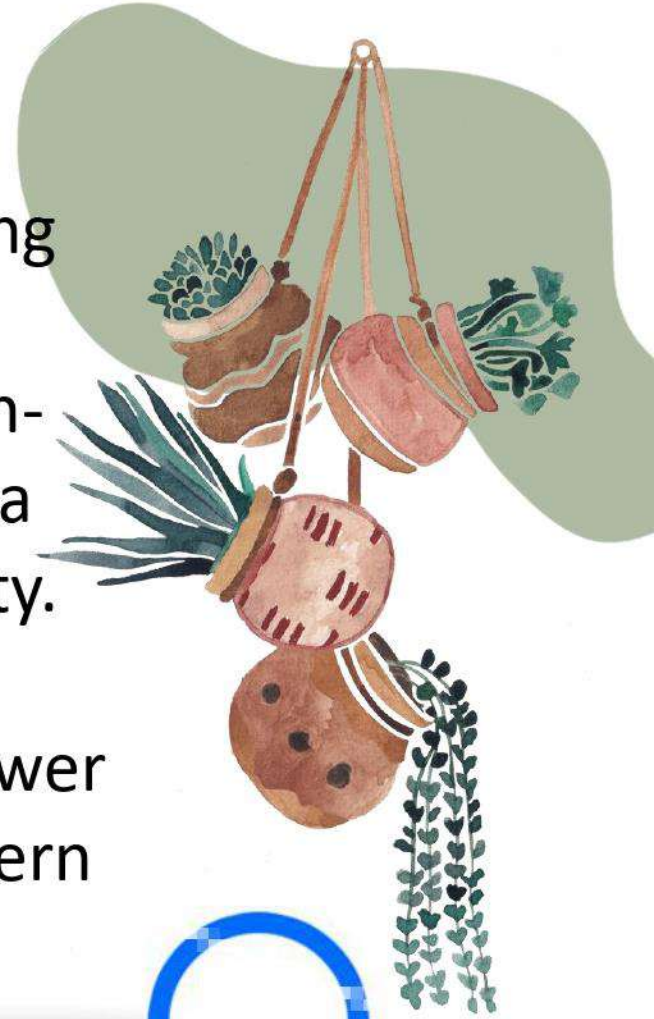
- **Positive emotions like success, achievement, and a sense of belonging are powerful motivators.** Various assessment strategies celebrate progress and recognize each student's unique learning style. **Publicly acknowledge achievements and offer constructive feedback to foster a growth mindset.**



(Wijirahayu, 2024 p. 265)

Conclusion

- Fostering learners' emotional experiences in language learning can create a more effective and relevant learning environment for **the challenges of the times**
- **The Scholar's Nexus** framework reimagines the research-based essay not as a solitary, static requirement, but as a dynamic entry point into the global academic community.
- By integrating **Deep Learning** as a cognitive scaffold and **multimedia** as a multifaceted lens for inquiry, we empower university students to navigate the complexities of modern information with unprecedented precision.



Conclusion

- This **collaborative approach—moving** from high-level synthesis to the strategic "transcoding" of text for a live audience—ensures that students develop more than just technical proficiency; they cultivate a professional identity.
- In bridging the gap between rigorous **reading and persuasive dissemination**, we prepare the next generation of scholars to not only join the conversation but to lead it with clarity, innovation, and authority.





Thank you for listening

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