


Evaluation Of The Sustainability Of Community Empowerment Of The National Literacy Movement: A Study Of The Literacy Village Program

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Article Info	ABSTRACT
Keywords: literacy village, societal empowerment, sustainability.	The level of literacy in our culture, particularly among students and the broader population, remains significantly deficient. Out of the 250 million people living in Indonesia, the literacy rate does not match that figure. The Indonesian people, as a whole, lacks critical thinking skills, as seen by their frequent acceptance of and belief in false news and unsubstantiated claims. In 2015, the government, namely the Ministry of Education and Culture, advocated for the establishment of literacy village programs and services. This strategic measure is seen very suitable in response to diverse national and international policies, as well as in alignment with a worldwide educational movement aimed at eliminating ignorance and prejudice, one manifestation of which is evident in public discretion. The creation of this literary hamlet is a strategic measure aimed at safeguarding society against the ignorance and scarcity of knowledge. May this literary village operate efficiently and provide significant advantages to the surrounding community. Village Literation, a strategic policy in public education that has been implemented for five years, is a fascinating subject to study and analyze. Its impact on education and training programs, social and cultural life, and community development is particularly noteworthy. This study employs a qualitative descriptive methodology. This research reveals that despite being located in areas with limited resources, the village literacy program has been successful in offering innovative educational services. It has significantly improved the dignity of citizens and empowered the community through the mastery of six fundamental literacies: reading, numeracy, science, digital skills, financial literacy, as well as cultural and citizenship education. Data collecting operations were conducted to investigate the implementation of several literacy village programs and services in many locations, including Tegal District, Kendal District, Sleman District, Bogor District, and Kuningan District.
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INTRODUCTION

The accomplishment of Indonesia in raising the prevalence of individuals affected by visual impairment does not equate to freeing Indonesia from the burden of visual impairment. Assessing the features of the remaining blind individuals is a really challenging task. Based on this premise, the government has implemented many initiatives to improve the preservation of fairness within the community. One of the programs available is the Literacy Village, which

aims to establish a community focused on various aspects of literacy, including reading, numeracy, scientific literacy, financial literacy, information and communication technology literacy, and literacy related to citizenship and culture. The program is designed to cater to the specific needs and conditions of the local community, with the goal of promoting broader knowledge and understanding. Village Literation, a strategic policy in public education that has been implemented for five years, is a fascinating subject to study and analyze. Its impact on education and training programs, social and cultural life, and community development is particularly noteworthy. This study employs a qualitative descriptive methodology. This research reveals that despite being located in areas with limited resources, the village literacy program has demonstrated its ability to offer diverse and innovative educational services. Consequently, it has successfully enhanced the dignity of citizens and empowered society through the acquisition of six fundamental literacies: reading, numeracy, science, digital literacy, financial literacy, as well as cultural and citizenship literacy.

METHODS

This research uses a qualitative approach with phenomenological methods. The selection of these methods is based on the focus of research issues that are closely related to social phenomena relating to the mindset, perspectives, attitudes, and behavior of individuals within society. (Creswell, 2013). Furthermore, the selection of these methods focuses on an intensive study of the implementation process of literacy villages, related to the program or its services in an effort to empower and improve public equity. On the other hand, the study also observed the processes of cognitive and character changes experienced by pupils through their interaction with the learning components that were digged in whatever form they were. (Affandi, 2019). The instruments used are interviews, observations, and documentation studies. The research used data analysis techniques such as data reduction, data presentation, and drawing conclusions (Suharsimi, 2010).

Data collecting operations were conducted to investigate the implementation of literacy village programs and services in many locations, including Tegal District, Kendal District, Sleman District, Kuningan District, and Bogor District. Furthermore, the study team conducted interviews with many stakeholders, such as program managers, relevant stakeholders, and community members who benefit from the service, in addition to monitoring environmental phenomena and the circumstances of the literacy village.

RESULTS AND DISCUSSION

Regarding the study and implementation plan, along with the progress made, the researchers successfully identified and described many noteworthy interviews conducted at various service areas of the literacy village program.

1. Kampung Literasi TBM Sakila Kerti, Tegal.

The literacy village, situated at the terminal of the Tegal district, is dedicated to fostering literacy skills in reading and writing, as well as cultural literacy and citizenship. It successfully educates street children in the vicinity of the terminal by implementing a comprehensive literacy program consisting of packages A, B, C, and D. The literature village

Sakila Kerti is overseen by a middle-aged man who has established and expanded an educational institution in the picturesque coastal area of Tegal. Currently, numerous students ranging from preschool to college attend this literary village to engage in various activities and utilize the learning resources available. The village provides a space for open discussions and collaborative study, fostering a sense of joy and inclusivity, regardless of one's social standing.

2. Kampung Literasi TBM Ceria, Kendal.

The Ceria literacy village, situated in the Kendal region of Central Java, has been operational since 2013. It is dedicated to promoting literacy and financial literacy through various activities. In addition to offering a literacy program camp, the village also hosts a Kelompok Wanita Tani (KWT) program, which has garnered numerous accolades and recognition at both local and national levels.

3. Kampung Literasi TBM Wijaya Kusuma, Yogyakarta.

The Wijaya Kusuma literature village is managed by an exceptional woman who is both highly creative and productive as a PAUD teacher. The advanced curriculum at the literary village emphasizes the enhancement of literacy in literature, science, and finance. The literary program's continuance is well recognized and its advantages are evident, including the creation of ecoprint batik, which is today popular and has become a leading product in several areas for micro, small, and medium enterprises (UMKM).

4. Kampung Literasi TBM Hipapelnis, Kuningan.

Hipapelnis is a recognized TBMs by the Ministry of Education and Culture of RI to administer the literacy camp program in the Kuningan area. The focus here is mostly on the advancement of reading, numeracy, science, culture, and citizenship. In addition, TBM Hipapelnis boasts several accomplishments by young people, including the esteemed titles of Read Ambassadors and Yellow Young Writers, which they take great pride in. The literacy campus program at TBM Hipapelnis has been developed and sustained via the formation of the "Bratakasian" School of Nature. This school specifically focuses on the protection and empowerment of elderly people.

5. Kampung Literasi TBM Lentera, Bogor.

The literacy village is located at the base of Mount Salak in the Bogor area and is managed by a professor from a local college. The unique feature of this literacy camp has been bolstered by many organizations via their corporate social responsibility (CSR) initiatives. This support ensures that the operational operations of TBM Lentera Library may continue for a year, due to the financial assistance provided by numerous sponsors. Furthermore, to facilitate the operations of TBM Lentera Library, there is a designated reader guardian responsible for following TBM members throughout their activities. The primary objective of TBM Lentera Library is to foster the growth of reading, numeracy, cultural awareness, and civic engagement.

Based on extensive testing and the distribution of tools to the five established and currently active literary villages, it can be concluded that a literary village serves as a gathering place for individuals involved in literature. These individuals act as catalysts and providers of educational and learning resources for the community. The services offered include academic

education, skill development, and character building, all of which contribute to the development of a literary learning community. The literary village has been expressly designed and executed to contribute to the enhancement of education and learning services, particularly in terms of boosting access and quality. This includes providing training in skills and competences via non-formal education. This education and training aligns with the six fundamental literacy policies of the 21st century, which aim to improve personal skills and develop the character of the community, specifically targeting the majority of adolescents and adults.

CONCLUSION

The Literacy Village is a policy and program aimed at empowering the community via public education services, with a particular focus on fostering a culture of reading and improving literacy levels. Literacy villages might serve as a prominent example of implemented partial projects. A society that has overcome the inability to judge someone's character and has effective communication abilities is equipped with the necessary skills and training to engage in employment and entrepreneurship. In order to improve their socio-economic lives, individuals must possess the requisite information, profound understanding, and unwavering zeal. In this scenario, the Literacy Village serves as a platform or community that empowers the community, particularly in enhancing their understanding and transforming into a community focused on learning (literacy). Additionally, it facilitates the establishment of collaborative relationships with different stakeholders. Village Literation, a strategic policy in public education that has been ongoing for five years, is a compelling subject for study and analysis. Its existence, productivity, effectiveness, and benefits, particularly for the development of education and training programs, social and cultural life, and overall community development, make it highly interesting. Research on the efficacy of program execution and the advantages of village literacy services for the general public will provide feedback and suggestions for enhancing or modifying the program and service, as well as enhancing the capacity and quality of its services. Based on the aforementioned study findings, a conclusion may be derived: Despite being located in locations with limited resources, literacy villages continue to provide a range of creative services to empower the people and improve their abilities. The literacy village program offers a range of services aimed at empowering the community via the mastery of six fundamental literacy skills: reading, numeracy, science, digital literacy, financial literacy, and cultural and civic literacy. The literacy village offers a range of programs and learning services that have been shown to enhance public equality in terms of empowerment initiatives. These initiatives encompass actions aimed at increasing awareness, engaging the public, and measuring the program's success in achieving its goals.

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