

Improving the Quality of Literacy Through a Participative Approach in Teaching and Learning in Sambik Bangkol Village

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Abstract

Community Service Activities carried out by KKN STKIP Hamzar students in Klongkong Hamlet, Sambik Bangkol Village, aim to increase literacy among the local community. The low ability to read and write among children and teenagers in this hamlet is a major concern. This literacy program includes the establishment of village libraries, the implementation of reading and writing classes, and training for local volunteer teachers. The approach used is participatory, actively involving the community in every stage of program implementation. The results of this activity showed a significant increase in the participants' interest in reading and literacy skills, as well as an increase in public awareness of the importance of education. It is hoped that this program can become an example for similar initiatives in other regions with the same challenges.

Keywords: literacy, education, participatory approach

INTRODUCTION

Literacy has an important role in human resource development, especially in rural areas such as Klongkong Hamlet, Sambik Bangkol Village. The low level of literacy among children studying the Koran in this hamlet is of particular concern, because literacy is not only related to the ability to read and write, but also to the ability to think critically and the ability to participate in society more broadly. Based on previous studies, effective literacy programs often involve a participatory approach that actively involves local communities (I. M. N, 2017)

Literacy is an ability related to reading, thinking and writing activities which aims to improve children's ability to understand information critically, creatively and reflectively. In Law No. 3 of 2017 concerning the bookkeeping system, it is stated that literacy is the ability to interpret information critically so that every entity can access science and technology as an effort to improve its quality of life. (Aninditya S. N., 2022)

Research shows that literacy programs that are integrated with religious activities, such as recitation of the Koran, can increase children's participation because these activities are appropriate to the local cultural context (R.D, 2023). However, in Klongkong Hamlet, there is still a gap between literacy needs and available resources. Previously existing literacy programs did not fully meet children's needs for reciting the

Koran due to lack of access to relevant reading materials and lack of training for diniyah teachers.

Therefore, this research aims to evaluate the effectiveness of a literacy program specifically designed for children reading the Koran in Klongkong Hamlet. This program seeks to integrate literacy activities with recitation activities, provide training for teachers, and provide relevant and interesting reading materials. The scientific novelty of this research lies in the approach that combines religious education with general literacy, which is expected to improve children's learning outcomes in this rural area (Aninditya S. N., 2022)

The problem raised in this research is how to increase literacy among children reciting the Koran through an approach that is appropriate to the local cultural and religious context. This research will seek to provide concrete solutions to literacy challenges in Klongkong Hamlet and provide a significant contribution to the literature on literacy development in rural communities.

Klongkong Hamlet, Sambik Bangkol Village, faces several fundamental problems related to literacy among children who attend diniyah. Even though the children in this hamlet are active in religious activities, their literacy skills, especially reading and writing, are still

very limited. This is influenced by several factors.

First, access to reading material that is appropriate to children's age and interests is very minimal. Libraries or educational facilities that provide quality books are almost non-existent in this hamlet. Most children only have access to limited religious textbooks, so they are not familiar with a wider variety of reading texts.

Second, the existing diniyah teachers do not have sufficient skills to integrate literacy teaching into religious activities. Teaching in the diniyah usually focuses on memorizing and reading religious texts, without paying attention to the development of general reading and writing skills. As a result, children tend to be less motivated to develop their literacy skills outside the early context.

Third, awareness of parents and society regarding the importance of literacy for children's future is still low. Many parents prioritize religious skills over general literacy skills, so they are less supportive of efforts to expand access to literacy education for their children.

These problems lead to significant gaps in literacy skills among Dusun Klongkong children, which in turn may limit their opportunities to access higher education and participation in socio-economic life in the future. Therefore, planned and targeted interventions are needed to increase the literacy of children in this hamlet, with an approach that respects the local cultural and religious context.

METHOD

The community service carried out in Klongkong Hamlet, Sambik Bangkol Village, focuses on increasing the literacy of young children through a series of activities designed in a participatory manner. The respondents in this program were 30 children aged 7-12 years who regularly attended the diniyah in the village. Apart from that, this program also involves 5 diniyah teachers and a number of volunteers from STKIP Hamzar KKN students

The approach used in this activity is a participatory approach, where the local community, including Diniyah teachers and parents, are actively involved in every stage of

the program (Wulan Dewi & Astuti, 2022). This program consists of several main stages:

Needs Identification: The initial stage involves collecting data through interviews and observations to identify children's literacy needs and the barriers they face in learning to read and write. This process is carried out by involving the early teachers and parents to get a comprehensive picture.

Providing Resources: Once needs are identified, the service team provides the necessary resources, such as reading books appropriate to the children's age, stationery, and other educational materials. A mini library was also established in the diniyah premises to facilitate children's access to reading materials.

Teacher Training: Diniyah teachers are given special training regarding literacy teaching methods that can be integrated with religious activities. This training includes shared reading techniques, the use of picture stories to develop children's understanding, as well as strategies to increase children's engagement and motivation to learn.

Literacy Class: Literacy classes are held twice a week during the service period. This class combines teaching reading and writing with diniyah activities, such as reading stories with Islamic nuances and writing summaries of the diniyah material. Each session is facilitated by KKN students with support from local teachers.

Evaluation and Feedback: Evaluations are conducted periodically to measure children's literacy progress. This evaluation involves simple reading and writing tests, as well as observations of children's interest and participation in literacy activities. Feedback from teachers and parents is also collected to evaluate the effectiveness of the program and adjust ongoing activities.

This service process lasts for one month, with the expected results being an increase in the literacy skills of young children in Klongkong Hamlet as well as increasing public awareness about the importance of literacy. This program is also expected to be sustainable with the management of the mini library by the local community after the service period ends.

RESULTS AND DISCUSSION

Community service activities in Klongkong Hamlet, Sambik Bangkol Village, were carried out with the main aim of improving the literacy skills of children in Kelongklong Hamlet. Several strategic steps have been taken to achieve this goal, and the results are very satisfying because they have been able to increase the literacy of children in Kelongkong hamlet.

Implementation of Activities Activities begin with identification of needs and planning involving the early teachers and parents. After the children's needs and barriers to literacy are identified, literacy activities begin at the TPQ where the children are diniyah or what we usually call diniyah. The books provided are selected to attract children's interest in reading, especially Islamic story books and picture books. In addition, the diniyah teachers are given training on literacy teaching methods combined with religious activities.

Literacy classes are held 4 times a week for one month, with material adapted to develop children's reading and writing skills. Each session begins with a shared reading activity, followed by a short discussion, and ends with writing practice. Service-learning faculty and students take turns facilitating this class to ensure a consistent and sustainable approach.



Figure 1. Literacy Class Activities

Success Indicators

The success of this program is measured through several main indicators:

Improved Reading and Writing Skills: Children's literacy skills are measured through simple tests before and after the program. The results showed significant improvements in children's reading and writing abilities, with 80% of participants showing improved literacy test scores.

Increased Interest in Reading: Interest in reading is measured through the number of visits children make to the preschool and the number of books borrowed. Data shows that average visits to the library increased from zero before the program to about 15 visits per week, with children borrowing more than two books each week.

Active Participation in Literacy Classes: Children's participation in literacy class activities is also a measure of success. During the program, children's attendance was stable with an average of 20 out of 25 children attending each class session. In addition, they show active involvement in discussions and writing activities.



Figure 2. Children's participation in literacy activities is very high.

DISCUSSION

These results show that the approach used was successful in improving the literacy skills of children in Klongkong Hamlet. Providing relevant resources and teacher training contributes significantly to improving reading and writing skills. The integration of literacy with recitation activities has also proven effective in attracting the interest of children who

might be less interested in literacy if presented in a different context.

However, this success also highlights some challenges. One of them is the continuation of the program after the KKN period ends. Even though the diniyah and resources have been provided, the continued involvement of Koran teachers and local communities is essential to maintain momentum. In addition, support from the village or local educational institutions will be needed to expand this program and ensure that literacy becomes an integral part of education in the hamlet.

By considering these results and challenges, it can be concluded that this literacy program has achieved its main objective, namely improving the literacy skills of children in Klongkong Hamlet, as well as increasing awareness of the importance of literacy in the local community. Continued efforts are needed to ensure the sustainability and expansion of the positive impact of this program.

This is in line with Bungsu & Dafit's statement in (Munafiah et al., 2024) that literacy activities are through reading activities. Then secondly, implementing Literacy Guidance, namely providing a literacy guidance program that focuses on reading, writing and understanding texts by asking children to come forward and retell what they have read. This activity involves teachers or literacy tutors (students) to provide guidance to students who need it. The activity of retelling what was obtained from reading literacy activities in front of friends is intended to be able to share or exchange information with other people or in this case peers.

Level of Monitoring

Evaluation and Monitoring: Carrying out regular evaluations of the effectiveness of the literacy program at the end of the implementation of activities, monitoring student literacy progress every week and adjusting the program according to needs and feedback. Supporting students' literacy habits through literacy corners requires active collaboration between schools, teachers and the community to create a conducive literacy environment that supports students' literacy development. (Fitriyani et al., 2022)

CONCLUSION

The community service carried out in Klongkong Hamlet, Sambik Bangkol Village, focuses on increasing children's literacy in reciting the Koran through a series of activities designed in a participatory manner. The respondents in this program were 25 children aged 7-12 years who regularly attended the diniyah in the village. Apart from that, this program also involves 1 Diniyah teacher and a number of volunteers from STKIP Hamzar KKN students.

The approach used in this activity is a participatory approach, where the local community, including recitation teachers and parents, are actively involved in every stage of the program. This program consists of several main stages:

Needs Identification: The initial stage involves collecting data through interviews and observations to identify children's literacy needs and the barriers they face in learning to read and write. This process is carried out by involving recitation teachers and parents to get a comprehensive picture.

Providing Resources: Once needs are identified, the service team provides the necessary resources, such as reading books appropriate to the children's age, stationery, and other educational materials. A mini library was also established at the study site to facilitate children's access to reading materials.

Teacher Training: Recitation teachers are given special training regarding literacy teaching methods that can be integrated with religious activities. This training includes shared reading techniques, the use of picture stories to develop children's understanding, as well as strategies to increase children's engagement and motivation to learn.

Literacy Class: Literacy classes are held twice a week during the service period. This class combines teaching reading and writing with recitation activities, such as reading stories with Islamic nuances and writing summaries of recitation material. Each session is facilitated by KKN students with support from local teachers.

Evaluation and Feedback: Evaluations are conducted periodically to measure children's literacy progress. This evaluation involves

simple reading and writing tests, as well as observations of children's interest and participation in literacy activities. Feedback from teachers and parents is also collected to evaluate the effectiveness of the program and adjust ongoing activities.

This service process lasted for two months, with the expected results being an increase in the literacy skills of children reading the Koran in Klongkong Hamlet as well as increasing public awareness about the importance of literacy. This program is also expected to be sustainable with the management of the mini library by the local community after the service period ends.

SUGGESTION

After this literacy program activity ends, it is hoped that there will be a continuation carried out by accompanying teachers who have been trained in developing literacy skills in children.

ACKNOWLEDGEMENT

Thank you to the Head of Sambik Bangkol Village and the entire Sambik Bangkol Community for their participation in this activity, especially the students in Klongkong Hamlet, Sambik Bangkol Village.

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