



Implementation of the National Literacy Movement At the Fisherman Community in Makassar City

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ABSTRACT

The poverty condition of fishermen is a social phenomenon that has just been resolved, especially for small-scale fishermen. Many factors cause it, one of which is low literacy. The government then launched the National Literacy Movement and implemented it in stages but connected, namely through the School Literacy Movement, Family Literacy Movement, and Community Literacy Movement. This study aims to evaluate the achievements of the National Literacy Movement Community Partnership Program in two fishing communities in Makassar City with an Evaluation Case Study approach. The research informants were determined purposively, namely the stakeholders involved in the program, the target families of the Family Literacy Movement program, the library manager where the Community Literacy Movement was implemented, and the teachers participating in the School Literacy Movement program. The results of the study found that Community Partnership Program activities had been carried out well. It was just that the degree of achievement during implementation in several aspects had yet to be fulfilled due to the low support of other factors.

Keywords: Poverty, fishermen, National Literacy Movement



1. INTRODUCTION

The main problem faced by fishing communities, including in South Sulawesi and Makassar City is poverty. Poverty faced by society is always associated with economic factors, namely the inability to fulfil life's necessities in the low income received from livelihoods. Various studies have shown poverty conditions of fishing communities in South Sulawesi, including a study entitled Fisherman Community Poverty in Aeng Batu-batu Village, Takalar Regency [1], Fisherman Community Empowerment Design in Poverty Alleviation in South Sulawesi [2], Socio-Cultural Transformation in Maritime Communities in North Galesong District, Takalar Regency [3], Social Security of Socio-Economic Vulnerable Women in Small Island Fishermen Communities, Salemo Island Case, Mattiro Bombang Village, District Liukang, Pangkajene Islands Regency, South Sulawesi [4], Ponggawa Sawi Makassar Bugis Fishermen in Internal External Relations Analysis [5], and Determinants of Income of Traditional Catch Fishermen in the West Coast Region of Barru Regency [6]

The main challenge faced by fishermen is environmental change, both changes that occur naturally and changes that are intentional. In addition, they face open access resources which cause them to have to move around to get a maximum catch and face a very high-risk element [7]. Satria also revealed that fishing communities are similar to farming communities, according to Firth (1946). They have the same characteristics: the nature of the business is small-scale with simple equipment and market organization; exploitation related to cooperation issues; mostly rely on subsistence production, and vary in their level and behaviour of the economy.

Poverty has significant to the low literacy of the community. Literacy skills give one a chance to succeed. The vicious circle relations among poverty, ignorance and backwardness are closely related to literacy culture. When the literacy culture strengthens, the impact will gradually eliminate the status of ignorance. With the disappearance of ignorance, the status of backwardness also disappears. The impact of a strong literacy culture will be able to improve the standard of living and the progress of a nation. UNESCO once conducted a study entitled Literacy for Life and found a close relationship between weak literacy culture and poverty. Countries with low literacy levels are primarily developing countries. The results of the Program for International Student Assessment (PISA) research stated that the literacy culture of the Indonesians in 2012 was in the second worst position. Indonesia's position is ranked



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64th out of 65 countries surveyed [8]. Four years after the PISA study, the position of this nation's literacy culture has not undergone significant changes. Meanwhile, research conducted by Central Connecticut State University (CCSU) in New Britain, Connecticut, United States in 2016 ranked literacy in Indonesia 60th out of 61 countries in The World's Most Literate Nations (Central Connecticut State University, 2017). The results of this study show how weak the literacy culture of the Indonesians is. One of the causes of the low literacy culture in Indonesia is the culture of the people, namely the culture of watching, the culture of fairy tales and stories, not the culture of reading.

The President of the Republic of Indonesia, Joko Widodo, launched and d a literacy movement through the National Literacy Movement (Gerakan Literasi Nasional -GLN) through the Ministry of Education and Culture in 2016. The National Literacy Movement covers the School Literacy Movement, Family Literacy Movement, and Community Literacy Movement. The dimensions of the National Literacy Movement are (1) literacy, (2) numerical literacy; (3) scientific literacy; (4) digital literacy; (5) financial literacy; and (6) cultural and civic literacy (Kemendikbud, 2017a).

Makassar is a coastal city with a total area of approximately 175.77 Km² of land. It includes 11 islands in the Makassar Strait, both inhabited and uninhabited, and an area of approximately 100 Km² of water. The fishing communities are scattered not only on the islands but also in the coastal areas. Lae-lae Island is the closest island, with a distance of approximately 1.5 Km and only 5 minutes from Losari Beach. Currently, Lae-Lae Island has a population of 426 families with a total population of 1,826. The main livelihoods of the residents are fishermen; a small number of them work to cross residents (*pa'palimbang*), in the field of boat building or construction workers.

The government of Makassar City and investor companies in 1998 intended to make Lae-lae Island as a tourist area, so residents were relocated to an area that had been prepared, namely in Biringkanaya District and named the Untia Fisherman Village. However, relocating residents had yet to be completed, and the policy faced challenges from various parties, plus the fall of the New Order, causing only some residents to move, namely 64 families. The Untia Fisherman Village has 379 families spread over 3 RWs. The main livelihood of its citizens is no longer as fishermen, apart from different environmental and ecosystem factors, also because the Biringkanaya sub-district is an industrial development area [9]. This article will analyse in depth the implementation of the National Literacy



Movement in two fishing communities in Makassar City, namely the Untia Fisherman Village and Lae-Lae Island

2. METHOD

This research used evaluative research with a case study evaluation approach, namely an evaluation based on a focus described in depth using qualitative analysis. Researchers do not control the program in any way. Instead, they see the program as it is or because of something that happened in the past [10]. The method used is goal-free evaluation developed by Michael Scriven. This method in carrying out the evaluation needs to pay attention to the program's specific objectives, but rather how the program is implemented and records positive and negative things [10]. In this study, researchers used data collection techniques of observation, interviews and documentation. The analytical technique used is qualitative and descriptive data analysis techniques (pre-field analysis and field data analysis).

The research was carried out in the Untia Fisherman Village because previously in 2020 and 2021 the Family Literacy Movement PKM and Community Literacy Movement activities were carried out, and on Lae-lae Island, which was the target of implementing the School Literacy Movement PKM in 2022. Research informants were determined purposively, namely the stakeholders involved in the program, the target families of the Family Movement Literacy program, the library manager where the Community Literacy Movement was implemented, and the teachers participating in the School Literacy Movement program.

3. RESULTS AND DISCUSSIONS

3.1. Family Literacy Movement

The Family Literacy Movement is on the desire to improve the literacy skills of family members. In education, the family, as the smallest unit in society, becomes children's first and foremost learning environment. Thus, family literacy is a series of planned and carried out in the family to improve the literacy skills of all family members (Kemendikbud, 2017b).

Interventions that the Community Partnership Program Team had carried out were carried out in two stages, first in the form of socialization in the form of counselling to family planning cadres, and second in the form of literacy assistance to ten families (Idrus et al., 2020).



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The final results obtained from the implementation of the Community Partnership Program Team in the Family Literacy Movement, based on evaluations carried out from the socialization stage to the implementation stage, namely increasing knowledge and changing the behaviour of housewives related to the importance of literacy activities in the family [11]

The study found that changes in the knowledge and behaviour of housewives were in line with the evaluation conducted by the Community Partnership Program Team. However, the provision of reading sources in the family, in general, has yet to be fulfilled due to low income, which is only enough to meet daily needs. As one informant stated:

"Now when the children come home from school, I tell them about their lessons at school that day. If there is homework, I will tell you to work fast. However, it is still difficult to buy books because we are fishermen, and our income is uncertain. The children's mother has also worked as a warehouse worker, but there is still only enough to eat" (Interview With Rabba, 2022)

The same condition is experienced by almost all residents of Untia Fisherman Village, whose main livelihood is fishing or working as warehouse workers, factory workers, and construction workers. The location of Fisherman's Village is located in an industrial and residential development area to allow for the diversification of livelihoods.

The dimensions of the National Literacy Movement implemented in family literacy, namely literacy, numerical, science, finance, digital, and cultural and civic literacy, and research findings show different levels of achievement. The indicators used on the National Literacy Movement Road Map [12].

Table 1. Achievements in the Implementation of the Family Literacy Movement

Dimension	achieved	Not achieved
Literacy of reading and writing	Reading frequency	variety of reading sources
		Number of writing family members
		Literacy training that is applicable and has an impact on families.
Numbering	The frequency of children's opportunities to apply numeracy in everyday life	variety of reading sources numeracy literacy
		numeracy literacy training that is applicable and impacts on families
science	frequency of	variety of family-owned scientific literacy reading sources



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	opportunities for children to apply science in everyday life with family	
	educational game based on science literacy in the family	scientific literacy training that is applicable and has an impact on families
Digital	frequency of access of family members to the use of the internet wisely	frequency of access of family members to the use of the internet wisely
	the intensity of the use of digital media in various activities in the family	digital literacy training that is applicable and has an impact on families
financial	Involvement of all family members in making financial-related decisions in everyday life conceptual understanding of the essential functions of finance, such as how to make money or a livelihood and a medium of exchange for goods and services	variety of family-owned financial literacy reading sources
		financial products used in the family, such as savings, insurance, and investments
Culture and Citizenship	the number of cultural activities that family members participate in	variety of cultural literacy reading sources and or citizenship owned by the family;
	family understanding of cultural values	level of family visits to places of cultural value
	intensity of time with family to discuss, communicate, and share	cultural literacy and citizenship training that is applicable and impacts on families

Source: Primary data



The research data shows that the literacy knowledge of the community is good, as illustrated by the achievement of literacy behaviour. However, the availability of literacy sources has not yet been achieved due to the family's economic capacity, which has not been able to meet other needs apart from basic daily needs.

3.2. Community Literacy Movement

The Community Literacy Movement is a movement in the form of literacy activities for the community regardless of age. As the axis of lifelong education for the community, literacy movement programs aim to keep the activities of building knowledge and learning together in the community continuous and sustainable [13].

The National Literacy Movement team, through the National Literacy Movement Guidebook [13], has formulated strategies that can be applied to implement literacy in the community, as follows:

a. Facilitator Capacity Building:

- 1) Provision of training and counselling modules for various professional circles and elements of society; and
- 2) Training by the community of writers, publishers, and universities for literacy activists in making reading materials and creating literacy-based activities for assisted community members

b. Increasing the Number and Variety of Quality Reading Resources:

- 1) Optimizing learning resources available to the general public so that they can be used by all groups, such as museums, public libraries, art and cultural galleries, and others;
- 2) Provision of a collection of reading materials with various types of themes in public or regional libraries;
- 3) Utilization of internet access to reach online learning materials; and
- 4) Translation of learning materials related to literacy.

c. Expanding Access to Reading Resources and Coverage of Study Participants:

- 1) Provision of reading corners in public spaces, such as receipts, bus stops, stations, and airports; in public service offices, such as banks, tax offices, hospitals, and others;
- 2) Implementation of literacy campaigns to disseminate information and literacy activities to the public;



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- 3) Conditioning of literacy-rich public facilities; and
- 4) Dissemination of information about online learning resources.

d. Increased Public Engagement:

- 1) Establishment of a literacy community that involves the wider community; and
- 2) Involvement of BUMN and DUDI in literacy activities

e. Governance Strengthening:

- 1) Integrating literacy activities into various community activities;
- 2) Special budget allocation in village/regional funds to carry out literacy activities;

and

3) Strengthening collaboration between learning centres in the community, such as TBM and PKBM

The Community Partnership Program Team intervention related to Community Literacy Movement was carried out in four forms. They are socialization in the form of counselling to residents, developing networks to increase the collection of library books in the Fisherman Village, training in library management, and carrying out various literacy competitions for children in Untia Fisherman Village. The results obtained based on the evaluation conducted by the Community Partnership Program Team showed an increase in literacy, mainly in the use of the library by the residents of the Untia Fisherman Village (Idrus et al., 2022)

The results of the study found that interventions carried out through the Community Partnership Program Team activities significantly impacted changes in people's literacy behaviour. As stated by the Head of the Untia Community Empowerment Institute, Dinasuddin Bundu:

"The library has existed since 2019, built from project CSR funds but did not work well because the books available are very limited. And even then, scientific books because of donations from the Open University. Later, after a team from UNM carries out activities here, including opening a network with publishers, they will start a lot of general reading books. The UNM team also trained librarians, so now the management is better. Residents, from children to adults, are busy in the library almost daily" (Interview: Dinasuddin Bundu, 2022).

The Community Literacy Movement, which is in line with the School Literacy Movement and the Family Literacy Movement, is expected to be born and grow community



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nodes with a high literacy level. Therefore, the activities developed in the Community Literacy Movement include six literacy activities, namely literacy, numerical literacy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy (Kemendikbud, 2017b)

The indicators used to see the achievement of the Community Literacy Movement in the six dimensions of literacy, namely the availability of public facilities that support literacy; the number and variety of reading materials owned by public facilities; the number of reading sources read by the public; the number of active participation of communities, institutions, or agencies in the provision of reading sources; the number of literacy activities in the community; the number of literacy communities in the community; the level of active community participation in literacy activities; the quantity of Indonesian language users in public spaces; the number of literacy training that is applicable and has an impact on the community; increasing skills in the use of numeric data in decision-making that have an impact on the community (for example, in the use of village budgets); the number of presentations of information in the form of numerical presentations (for example, information on prices of basic necessities in public spaces); the level of use of scientific data in decision-making that impacts society; the level of utilization of digital media and the internet in providing access to information and public services; growing public interest and curiosity about culture; increasing habituation of the use of culture in the community (local languages, traditional clothes, traditional dances, etc.); strengthening the attitude of respect and obedience to the existing rules in society; strengthening tolerance towards diversity in society; increasing active community participation in various activities in the surrounding environment; and growing public awareness in encouraging the availability of public facilities in the surrounding environment (e.g. building security posts and the environment).

Picture 1. Library in Untia Fishermen Village



Source: Research documentation



Based on the research findings, the GLM indicators in the Untia Fisherman Village that can be fulfilled are as follows:

a. Public facilities that support literacy activities, community/institutional involvement, and active community participation.

The representative Fisherman's Village library, with an area of approximately 24 m² and an open reading room of 40 m², has a collection of 820 books on various types of reading. These books are donations from networks developed by the Community Partnership Program Team, such as publishers and the literacy community and managed by two people who, although not librarians, have attended the training. The library has WIFI facilities, computers, and printers assisted by Lantamal VI Makassar. Information obtained from the librarian, on average, is visited by 30 people every day, whether they come to read books or take advantage of WIFI facilities. Mainly children look for information to complete school assignments.

b. Literacy community and literacy activities

There is a literacy community whose activities are driven by social activities carried out by various literacy communities and students in Makassar City who make the Fisherman Village Library the location of activities. Based on the data obtained, during 2022 almost every month, at least one time, there is a literacy activity initiated by the literacy community and students, except during the fasting month of Ramadhan.

c. The number of Indonesian users in public spaces

No data directly shows the quantity of Bahasa Indonesia used in public spaces. However, based on interviews conducted with several informants, it is known that they generally have good Indonesian language skills, except for the elderly, who can only communicate in their native language. The residents of the Untia Fisherman Village are heterogeneous because they come from different ethnic/tribal backgrounds, so Indonesian is the language of instruction used in public spaces

d. Utilization of digital media and the internet

The use of smartphones is not only a necessity but also a part of a lifestyle, as well as for the residents of the Untia Fisherman Village. Fishermen usually use it to access weather information or take advantage of map and GPS facilities when fishing. At the same time, children use it for school learning media or just playing games. In addition, residents are



connected through various WhatsApp (WA) groups. Such as the RT group, the fishermen's group, the women moslem assembly group, and the family planning cadre group.

e. The use of culture in society

The residents of the Untia Fisherman Village are still influential in applying traditional and cultural values in various activities, such as commemorating births, marriages, and deaths. Including the value of gotong royong, which is still well entrenched; if residents celebrate, other residents will spontaneously be involved in helping.

f. Respect and obey the rules

This condition occurs due to the traditional solid values that teach good and bad behaviour. In addition, the fear of sanctions that will be received if they violate the rules, especially the ownership status of the land and houses they occupy, still needs to be clarified. Interview with the head of Community Empowerment Institute Untia, Dinasuddin Bundu: "Not a single resident has a land certificate yet. There are around 50 families who have PBB." Obedience to the rules is also due to the existence of Lantamal VI Makassar, which makes the Untia Fisherman Village a fostered village that not only provides material or physical assistance but also often conducts legal socialization.

g. Tolerance for diversity

Based on the results of the interviews, all of the informants stated that they had no problems related to differences in ethnicity, religion, and race. Some residents had conflicts with other residents of different ethnicities and religions, not because of these differences but because of other factors, such as economic factors, namely debts. The tolerant attitude was also can be seen when Untia Fisherman Village had guests from various backgrounds to collect research data, conduct socialization, sell, and so on. They accepted and served according to their abilities.

h. Active participation of the community in various activities

In general, the residents of the Untia Fisherman Village are active in various activities, both initiated by residents, the government, and other institutions/agencies. A real example is the stipulation of Untia Fisherman's Village as an environment-based Tourism Village through the Makassar City Spatial Plan 2010-2030, and residents are involved in it, starting from painting the pier to planting mangroves. Likewise, when the Makassar city government launched the Lorong Wisata program in 2022, residents jointly painted the



walkways around their respective homes. In addition, community activity can also be seen from involvement in social institutions.

The indicators that have not been achieved are the number of literacy trainings that are applicable and have an impact on the community; increasing skills in the use of numeric data in decision-making that have an impact on the community (for example, in the use of village budgets); the number of presentations of information in the form of numerical presentations (for example, information on prices of basic necessities in public spaces); the level of use of scientific data in decision-making that impacts society.

3.3. School Literacy Movement

The School Literacy Movement is a literacy movement in that activities are primarily carried out in schools by involving students, educators, education staff, and parents. This type of movement is done by displaying good practices about literacy and making it a habit and culture in the school environment. Literacy can also be integrated into teaching and learning activities in schools, so it becomes an inseparable part of all series of student and educator activities inside and outside the classroom. Educators and education staff are morally obligated to be role models in literacy. The School Literacy Movement program involves public participation, including literacy activists, parents, community leaders, and professionals. In its implementation, this movement pays attention to the following principles, namely (1) running according to a predictable stage of development, (2) being balanced, (3) integrated with the curriculum, (4) reading and writing activities are carried out anywhere, (5) develop oral culture, and (6) develop an awareness of diversity (Kemendikbud, 2017b)

Implementing literacy activities in schools can take various forms, namely classroom learning, school culture (habituation), and the use of learning resources from the community. Activities in the classroom are in the form of sources provided in the subject, learning methods, and classroom management. Habituation activities (school culture) are activities carried out by students outside of classroom learning, starting from entering school, before entering the classroom, filling break time, until the end of learning (Kemendikbud, 2017a).

UPT SPF SD and SMP Negeri 41 are located on Lae-lae Island, Makassar City. From the beginning, it was intended to accommodate school-age children, especially residents of Lae-lae Island. SD Inpres Lae-lae 1, before being merged into junior high school, currently



has 202 students divided into 7 study groups and cared for by ten teachers. Meanwhile, SMP Negeri 41 has 69 students and 14 teachers.

The intervention carried out by the Community Partnership Program Team related to School Literacy Movement at the 41 State Elementary School and 41 Middle School in Lae-lae Island, in the form of socializing the National Literacy Movement, especially the School Literacy Movement and training on the implementation of it in learning to teachers. Previous observations showed that all teachers knew the importance of literacy and knew about the National Literacy Movement program, but only two teachers had or could integrate literacy into learning. The results of this activity indicate an increase in teacher knowledge about School Literacy Movement and skills in implementing literacy in learning, as well as making journals as material for reflection and evaluation.

The aspects measured in assessing the success of the School Literacy Movement are as follows.

a. Input: availability of supporting resources for literacy activities, both inside and outside the school, which includes: the physical and social environment of the school; infrastructure; power; fund; and systems/governance (regulation, application systems, etc.).

b. Process: activities that support improving literacy skills carried out in the classroom, outside the classroom (culture/habitation), and the use of learning resources in the community. Activities include co-curricular and extracurricular.

c. Output: student literacy achievements in the form of achievement scores, student work, student achievements in various competitions, and others.

The study's results found that the availability of supporting resources needed to be increased. There was a library room, but it needed to be equipped with reading books, as well as the availability of bookshelves, computers, librarian staff, and management systems. This condition impacts the implementation of the School Literacy Movement in the form of integration of literacy in learning. The teachers who have attended the training have yet to be able to fully implement literacy activities at the beginning, core, and end of each lesson due to limited resources. In terms of utilizing learning resources in the community, some teachers in specific subjects have been able to implement them among other things that have been done namely inviting students to clean the beach as a form of environmental care movement, and visiting historical heritage sites on Lae-lae Island, in the form of a Japanese heritage bunker.



The lack of availability of literacy support resources also impacts the achievements that students in various competitions can achieve. The best achievement was the passage of 2 elementary school students and one junior high school student at the verification stage of the performing arts and culture students of Lorong Wisata Makassar City in July 2022.

4. CONCLUSION

National Literacy Movement, including the Family Literacy Movement, Community Literacy Movement, and School Literacy Movement, which launched in 2016 aimed to improve community welfare, required the involvement of all parties. Academics from the University of Negeri Makassar participated in the Community Partnership Program activities, which gradually disseminated National Literacy Movement into two fishing communities in Makassar City.

Research findings indicate that Community Partnership Program activities have shown well. However, the degree of achievement during implementation in several aspects still needs to be met due to the low support for other factors. In Family Literacy Movement, literacy knowledge and behaviour are good. However, in terms of the availability of literacy sources, this has yet to be achieved due to the family's economic capacity, which has not been able to meet other needs apart from basic daily needs. For Community Literacy Movement, literacy training needs to be improved, especially in science, numerals, and finance, so they can use in policymaking that impacts society. The School Literacy Movement requires the involvement of the public, agencies, and other institutions in providing literacy facilities and infrastructure in schools.



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