

KAMPUNG LITERATION PROGRAMME OF KAMPUNG BINA DESA IN SUNGAI KUPAH

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Abstract

The Literacy Village Program implemented by FKIP UNTAN Students in Sungai Kupah Village, Sungai Kakap District, Kubu Raya Regency is a program that fosters a series of new creative, collaborative, and innovative for the cognitive development of children in Sungai Kupah Village. Literacy Village carries several contexts in literacy including reading and writing, science projects, art, and the use of waste into useful items. Implementation of activities with learning and experimental methods. The Literacy Village Program is a means to improve the quality of human resources in the younger generation. The Literacy Village program implemented in Sungai Kupah Village carries several contexts in literacy including reading and writing, science projects, art, and the use of waste into useful items. The existence of literacy programs is expected to provide an improvement in the quality of human resources, especially for the younger generation.

Keywords: Literacy Village, MBKM Bina Desa, Desa Sungai Kupah.

INTRODUCTION

The MBKM program is a new policy from the Minister of Education and Culture that has begun to be implemented by universities. The idea of Free Learning was compiled by Nadiem Makarim as Minister of Education and Culture (Mendikbud) in producing superior Human Resources (HR) by prioritizing the implementation of character values so that the thinking power, creativity of each student develops (Savitri, 2020). This goes into the essence of Merdeka Belajar which explores the great potential of teachers and students to innovate and improve the quality of learning independently, meaning not only following the educational bureaucratic process but also educational innovation (Prayogo, 2020). Education is an activity to achieve real business (Ramadhan 2023).

With the freedom of learning, student involvement in learning will increase. The education of every child will have the ability to explore and develop the potential within them so that they have the power and ability to improve their lives out of the circle of poverty (Ulmi, Imran, and Ramadhan 2021). Literacy helps improve people's economic skills and knowledge. By having a good understanding of finance, business opportunities, and business skills,

communities can better manage their resources and develop small businesses. A literate society has a greater awareness of the importance of children's education. They are more likely to be involved in their children's education and support education policies in their villages. Literacy helps break the cycle of poverty by providing access to knowledge and greater opportunities for the next generation. Literacy allows communities to access information more easily, including information about their rights, government assistance programs, and local resources. This gives them the power to make better decisions and involve themselves in the building of their communities. Literacy can help people in the village to preserve and develop their cultural heritage.

Individual humans are given advantages but by nature humans have disadvantages. So the advantages need to be fostered to develop the potential of individuals to have the choice to build (Saiful, S., Sea, Y., & Ramadan 2022). Through literacy, local stories, traditions, and cultural knowledge can be preserved and transmitted to the next generation. By improving literacy in villages, communities can better face challenges, take advantage of opportunities, and actively participate in their development. The MBKM program is related to education in independent learning to support the realization of intelligence through various improvements and equitable distribution of the quality of world-class education based on collaboration, communication, critical thinking, and creative skills. Local communities with their knowledge and experience become a very large capital in carrying out development (Nursafitri, G., Imran, I., & Ramadhan 2021). The involvement of the academic community in village development can create a positive synergy between academic knowledge and real needs in the field. In this way, village development can be carried out holistically and sustainably. Education in Indonesia can prepare students to be competitiveness in the future (Aulia and Asbari 2024). The village has a very important role in determining the vision or view to be achieved. The most important aspect of making the vision a reality is the development of the village (Ramadhan and Daniel 2021).

Involving students in village literacy initiatives through the MBKM program can create mutually beneficial relationships between universities and rural communities. This not only helps improve literacy in the village but also gives students valuable and relevant experience to the needs of the community. The Merdeka Belajar Kampus Merdeka (MBKM) program can be an excellent initiative to build village literacy. MBKM itself is a program that aims to give students the freedom to choose courses outside the compulsory curriculum, including courses outside the university, internships, or involvement in community service activities.

IMPLEMENTATION METHOD

The method of the Bina Desa MBKM program, the Literacy Village Program, uses tools and materials used for simple experiments (in science activities) consisting of 4 AVS paper, turmeric powder, baking soda, water, cotton bats, face cotton, and the introduction of organic waste that can be used as decoration. Then explain the manufacturing steps. Furthermore, training with teaching methods to children by introducing children to traditional alphabets and dances. teaching methods, producing skills, the ability to experiment and test children's cognitive abilities

RESULTS AND DISCUSSION

According to (Hidayah et al, 2019) literacy programs have been launched and implemented by the government, but not all policymakers understand the overall literacy culture. In this case, it is necessary to strengthen public awareness to improve literacy programs. There needs to be an understanding that in the context of literacy is not only fixated on reading and writing but more broadly. Efforts made by the government in general still cannot be implemented optimally in certain communities. Literacy is an important part of facing the development of the 21st century, most of which requires technology (Hidayah et al, 2019). The existence of literacy programs is expected to provide an improvement in the quality of human resources, especially for the younger generation. Youth participation in development means having participated in developing skills in group life where a sense of community and shared responsibility is fostered (Christian, E., Sweden, S., & Ramadhan 2019)

Based on observations and interviews conducted by MBKM Mandiri Bina Desa Sungai Kupah students, most of the literacy resources in Sungai Kupah Village are concentrated in the school environment. However, there are still school-age children who cannot read and emphasize literacy only on reading and writing. Low literacy, especially in the context of reading and writing, will certainly affect the quality of life in the community, so efforts are needed to increase interest in reading in the community by involving various elements such as village governments and educational institutions (Pandapotan, n.d.) This low level of literacy is feared to have a negative impact such as easily absorbing news or hoax information that is currently growing rapidly in society (Zati, 2018). Therefore, the Literacy Village program was implemented as an effort to increase understanding of contexts in literacy, especially in terms of reading. Literacy Village is one of 5 programs held in MBKM Mandiri Bina Desa.

Literacy Village carries several contexts in literacy including reading and writing, science projects, art, and the use of waste into useful items. The main focus of this Literacy Village is on school-age children. This is because cognitive traits in children are still concrete so it is very effective to instill literacy values. (Rapih, 2016). The description of the literacy village program contained in 4 activities is as follows:

1. Reading Corner

Literacy culture, especially reading in rural areas, is still underestimated and often underestimated. The increase in electronic media that must provide easy access to improve literacy is instead used for other things that have a bad impact. So there is a need to increase literacy awareness in the community. The form of effort made through MBKM Mandiri Bina Desa in Sungai Kupah Village is by implementing reading corner activities involving students from elementary to secondary schools. The reading corner is a mentoring activity for students who are not proficient in reading and writing. The purpose of this reading corner is to help students who are still experiencing problems in reading, writing, and arithmetic skills. In every class in schools in Sungai Kupah Village, there are generally some students who have not reached the expected level of proficiency in basic literacy. Although we are committed to teaching all students, special attention will be paid to those who still have difficulty reading and writing.

The participation of students in this program shows a satisfactory level of enthusiasm. This can be attributed to our approach to learning, which not only focuses on academic aspects but also incorporates entertainment elements as an integral part of learning activities. In society, youth is a potential identity as a successor to the ideals of the nation's struggle and a human resource for the development of the nation because youth is the hope of the nation (Christian, E., Sweden, S., & Ramadhan 2019).

Therefore, in addition to the subject matter presented, we also enrich the learning experience of students by inserting various educational games and singing sessions together. This strategy not only increases students' motivation to learn but also creates a fun environment and supports their growth in literacy. Reading is very important according to (Jatnika, 2019) by reading we can get information and knowledge. In this case, we start the formation of a literacy culture by habituating reading. This activity was carried out at SDN 36 and SMPN 17 Satu Atap Sungai Kakap and MIS At-Taqwa Sungai Kakap. The results of the reading corner program showed that students of MIS At-Taqwa SDN 36 and SMPN 17 Sungai Kakap showed a high level of excitement when engaging in reading and writing activities. Implemented in a fun and innovative way to attract students' attention and interest in reading. This approach helps create variety in learning and ensures that each student can find the learning method that works best for them. All of these efforts are geared towards creating a positive and inclusive learning environment, where every student can feel valued and supported in developing their reading skills. Through a mix of varied learning activities and a fun atmosphere, we hope to form a solid foundation for students' reading skills.



Figure 1. Reading Corner

2. Waste Management

Waste is produced by various types of activities and activities produced by humans become an environmental problem that needs attention. This waste problem is also an environmental problem that occurs in the Fisherman Village of Sungai Kupah Village, still in the school environment. So we strive to provide knowledge through the waste management literacy village program. The provision of education is carried out with environmental education starting from the use of waste into ready-to-use goods. The world of education cannot be separated from the environment (Warneri et al. 2023). The activities carried out are utilizing used straws and bottles into flower-shaped table

decorations and flower vases. Students in the school concerned are certainly targeted in the implementation of activities. Creative students will certainly be able to see problems with life and the surrounding environment and try to solve them through their creativity (Purnami, 2020). In this case, it can be seen that Shiva has a high level of creativity but is not balanced with awareness. Awareness raising is carried out by providing information to students that there are two types of waste that they may often see in everyday life, namely organic waste and non-organic waste. Waste processed in this waste management activity is included in the type of non-organic waste. Non-organic waste is waste that is difficult to decompose. We also appeal to students to take care and care for the environment by not littering.



Figure 2. Waste Management and Utilization Activities

3. Art

Art is an activity intended to increase knowledge, and experience and teach students to be able to appreciate every culture which certainly has elements of art or artistic value contained in every existing culture. Art is also included in literacy that needs to be developed. The potential of community human resources provides extraordinary support for regional development and development (Ridwan and Surya 2018). Given the development of the times that can erode local culture and shift it to modern Westernized culture. Many young people think that art from foreign countries is cooler and more interesting to follow and lack the awareness to maintain their national identity (Rachmawati and Aji 2023). In everyday life, society is closely related to art.(Tindarika and Ramadhan 2021)

This art activity is carried out by introducing and teaching Malay dance. This activity was carried out in the form of exercises guided by MBKM Mandiri Bina Desa students and attended by several female students. Exercises are conducted outside of school hours. The result of this art activity was a dance performance performed at the time of the withdrawal of MBKM Mandiri Bina Desa students.



Figure 3. Art Activities

4. Science Project

The science project in this literacy village is an activity outside school learning with experimental methods. According to the Ministry of National Education (2006), science relates to how to find out about nature systematically so that science is not just the mastery of a collection of knowledge in the form of facts, concepts, or principles (Sari, Rusilowati, and Nuswowati 2017). The science project carried out simple experimental activities by making hidden images with the use of chemical reactions between vinegar and turmeric. The result of the Science Project program is that simple experimental activities have been carried out by making hidden images by utilizing chemical reactions between vinegar and turmeric, as well as baking soda and turmeric. The purpose of this simple experiment is to help students understand the process of science where the creation of a color from a mixture of two materials that have different properties (acid and base), so that students will know this simple experimental process. The way this experiment works is, that first students are asked to draw something on HVS paper using vinegar and baking soda separately. After the vinegar and baking soda liquid, the HVS paper is smeared using a turmeric solution. Leave the solution to dry, then it will look a different color on the HVS paper than before. The implementation of the Literacy Village program with several activities such as reading corners, waste utilization, and art, and science projects, is expected to improve the quality of human resources, especially for the younger generation in Sungai Kupah village.



Figure 4. Science Activities

CONCLUSION

The Literacy Village Program is a means to improve the quality of human resources in the younger generation. The Literacy Village program implemented in Sungai Kupah Village carries several contexts in literacy including reading and writing, science projects, art, and the use of waste into useful items. The existence of literacy programs is expected to provide an improvement in the quality of human resources, especially for the younger generation. Cornering programs help create variety in learning and ensure that each student can find the learning method that works best for them. Literacy culture, especially reading in rural areas, is still underestimated and often underestimated. Waste management activities are activities carried out to utilize used straws and bottles in table decorations in the form of flowers and flower vases. Art activities are carried out by introducing and teaching Malay dance. This activity was carried out in the form of exercises guided by MBKM Mandiri Bina Desa students and attended by several female students.

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