
Accompanying School Children Through The Literacy Tourism Program At Indonesian Literacy Homes

Rachma Oriza Sativany¹, Purwowibowo², Arif³

Universitas Jember, Indonesia

E-mail: rsativany@gmail.com, purwowibowo.unej@gmail.com,
ariefeducations@gmail.com

ABSTRACT

Keywords:
literacy tourism,
mentoring,
children's
education welfare

Background: During the COVID-19 period, children were forced to study at home with limited learning facilities. They cannot develop their potential talents due to the lack of interaction between teachers and students, which results in school children not being able to optimally meet their learning needs.

Purpose: This study aims to describe the assistance of school children through the literacy tourism program at the Indonesian Literacy House. The research approach uses descriptive qualitative, data collection techniques such as frank or disguised observations, semi-structured interviews, and documentation studies.

Methods: Data analysis through data collection, reduction, presentation, and conclusions.

Results: The results of this study show that there are four stages in assisting school children at the Indonesian Literacy House, namely registration, preparation, implementation, and evaluation.

Conclusion: The Indonesian Literacy House as a non-profit institution engaged in education intervenes through a literacy tourism program, namely tourism-based assistance for school children by utilizing local wisdom resources to solve the problem of basic educational needs of school children.

INTRODUCTION

Education during the COVID-19 pandemic has become a global challenge, especially for school-age children who have to learn from home. (Vachkova et al., 2022). The global impact of restricting social interaction results in a loss of motivation to learn and a decrease in literacy (Andriani et al., 2021). UNICEF reports that more than 1.5 billion children worldwide experience educational disruption, exacerbating access to education gaps, especially in remote or underdeveloped areas (Unicef, 2021). This condition reflects the urgent need to create innovative solutions that can maintain the quality of education amid limited resources. (Indonesia, 2003).

Education during the COVID-19 pandemic is boring education, children are forced to study at home with limited learning facilities such as books and practice questions, and there is no interaction between teachers and students so children cannot develop their potential talents. This condition can cause school children to experience a decrease in literacy (loss of literacy) such as decreased curiosity, unhappiness in learning, and various other negative impacts that can worsen the quality of education in

Indonesia. This phenomenon was felt by elementary school children in Ketapang Village, Banyuwangi Regency. Based on a survey conducted by Rumah Literasi Indonesia through the parents of Sahabat Kecil Kindergarten students and Ketapang Village Reading House children: 90% of parents have difficulty accompanying their children to study at home during the COVID-19 pandemic, around 85% of parents have problems with internet access, About 25% of parents do not have a device for online learning, and after in-depth interviews with 10 Rumah Baca children it was found that 90% of children experience boredom studying at home. In addition, based on the observations and interviews with several residents, it was found that the average Ketapang Village community has a low view of education, they consider "children do not have to go to high school later, in the end, it must be in the kitchen". This perception shows that the people of Ketapang Village do not understand the importance of education.

Rumah Literasi Indonesia as a non-profit institution engaged in education intervenes through literacy tourism programs, namely mentoring tourism-based school children by utilizing local wisdom resources. This assistance aims to facilitate schools that experience limited learning resources and develop an independent learning curriculum. There are various fun learning projects in assisting this literacy tourism program, namely hydroponics classes, gardening classes, cooking classes, and so on according to the learning needs at school. As a differentiator of literacy tourism at the Indonesian Literacy House with other literacy tourism, in this literacy tourism children not only learn by listening / lecture systems but the learning styles on this literacy tour involve varied learning styles including kinesthetic, visual, auditory, and developmental aspects according to the level of education of school children such as cognitive, psychomotor, language, social-emotional. In addition, it also involves multiple intelligences such as musical, interpersonal, natural/natural, and so on) so that the intervention carried out by the Indonesian Literacy House can meet the basic needs of education, children not only learn from textbooks but directly practice what has been learned in school (contextual learning).

Penelitian sebelumnya dilakukan oleh Freshintia et al., (2024) di rumah Literasi "Gubuk Bhavana" yang menyatakan berhasil meningkatkan kesadaran masyarakat Desa Ngepanrejo akan pentingnya literasi. Hal ini dapat dilihat dari meningkatnya kesadaran dan pengetahuan di kalangan masyarakat Desa Ngepanrejo. Kegiatan ini menggunakan berbagai metode seperti ceramah, bimbingan, pembelajaran berbasis masalah, komunikasi langsung satu lawan satu, diskusi kelompok terarah, dan demonstrasi.

This research focuses on a literacy tourism-based mentoring program at the Indonesian Literacy House, which aims to improve children's educational welfare. This program uses approaches based on local wisdom, such as hydroponic classes, music classes, and educational games, to overcome literacy and numeracy problems. This approach also includes a variety of learning styles (kinesthetic, visual, and auditory) as well as aspects of multiple intelligences to encourage fun contextual learning.

Based on this phenomenon, researchers are interested in examining how the stages of the process of mentoring school children through literacy tourism programs at the Indonesian Literacy House, because this phenomenon correlates with social welfare science, namely the Indonesian Literacy House as a social service institution providing intervention through assistance in fulfilling children's educational welfare. The purpose

Rachma Oriza Sativany, Purwowibowo, Arif

of this study is to describe the assistance of school children through literacy tourism programs at the Indonesian Literacy House.

The benefits of this research are that the results of this research are expected to provide practical and theoretical benefits. Practically, this research can be a reference for other educational institutions to develop similar programs. Theoretically, this research contributes to the development of the concept of literacy based on local wisdom as an inclusive education solution.

RESEARCH METHODS

This research uses a descriptive qualitative approach. (Seixas et al., 2018). This approach was chosen because it is appropriate to explore complex experiences, perceptions, and educational intervention processes. The focus of the research is on the stages of mentoring which include registration, preparation, implementation, and evaluation of the program. This research was carried out at the Indonesian Non-Profit Literacy House located in RT 01, RW 02 Lingkar Village, Ketapang Baru, Gumuk Remuk Hamlet, Kalipuro District, Banyuwangi Regency with purposive area techniques. The determination of informants using purposive sampling, for the main informants are three, namely the Founder of the Indonesian Literacy House, the Literacy Tourism Companion, and the Literacy Tourism Facilitator. The additional informants are school children, teachers/homeroom teachers, and parents/guardians. Data collection techniques use open or covert observation, semi-structured interviews, and documentation studies. Data were collected through three main techniques: observation, semi-structured interviews, and documentation studies. Observation is carried out openly or in disguise to capture activities and interactions during the program. Semi-structured interviews are used to obtain in-depth information related to the experiences and views of participants and program companions. The documentation study was carried out by reviewing literacy tourism program documents, such as modules, activity reports, and learning materials. The collected data was analyzed using the Miles and Huberman method, which included the stages of data reduction, data presentation, and conclusions drawn. The results of the analysis are interpreted to answer the research objectives and provide an understanding of the effectiveness of the program in improving children's educational welfare.

RESULTS AND DISCUSSION

The stages of implementing literacy tourism assistance include:

1. Registration for the literacy tourism program starts from NH as the founder of Rumah Literasi Indonesia accepts schools that register, after asking about the identity of the school, target level, number of students, and material to be practiced. Then, discuss with the facilitator regarding the availability of accompanying literacy tours and determine time agreements, prepare needs, tools, and materials. Registration is one of the initial stages of literacy tourism assistance activities, namely (assessment) to recognize the needs of the school, it is important so that it can run according to purpose and meaning. Registration can be done through Indonesian Literacy House's social media such as (Instagram, or YouTube). The literacy tourism program also opens cooperation with MOUs (cooperation agreements) with educational institutions that want to subscribe to literacy tour packages at the Indonesian Literacy House or can directly register without an MOU.
2. Preparation is to discuss with facilitators related to preparing what material will be taught to students. In preparing literacy tourism materials, facilitators use internet resources through fun learning projects. After knowing the theme needed, the Indonesian Literacy House designed the learning project. There are several categories/limitations of learning projects for the elementary school level:

- a. Kindergarten grade 2 is more geared towards science classes, cooking classes, and team building which emphasizes more on cooperating, testing, gross motor, social-emotional emotional, and not just smart).
- b. Grades 3-4 is a time when students' interests and talents arise so that children are emphasized to know the real learning learned and improve character (independent, creative, cooperative, critical) such as team building, science classes, literacy, and numeracy classes.
- c. For grade 6 directed to thematic such as literacy classes (why reading/literacy is important, music classes, lobster classes, hydroponics classes, and outdoor learning and closer to application in everyday life (contextual learning). In determining the theme/learning project literacy tourism must refer to aspects of child development, theme/lessons in schools, school curriculum, knowledge about literacy, and how to learn really / independent learning. After considering all these aspects, Rumah Literasi Indonesia designed a fun learning project that involves varied learning styles.

Here is a list of literacy tourism class options for the elementary school level that have been designed by the Indonesian Literacy House:

Table 1. List of Literacy Tour Class Options

No	Learning Project
1.	<p>Literacy Class</p> <ol style="list-style-type: none"> a. Description: Storytelling, giving the view that literacy is not just reading. Providing an understanding that Ketapang Village has economic and educational problems, the Indonesian Literacy House established a literacy tourism work program. b. Benefits: Learning is fun not only reading and in class. c. Target: SD
2.	<p>Hydroponic Class</p> <ol style="list-style-type: none"> a. Description: Learn how to grow crops with hydroponic methods and their benefits through application and direct practice. b. Benefits: Participants understand how to grow crops with hydroponic methods and apply them at home (in everyday life). The need is a package of hydroponic plants. c. Requirements: Hydroponic Plant Package (Rockwool, used mineral water bottles UK. 600 ml, plant seeds, AB mix fertilizer nutrients, nails, scissors /cutters, stove wicks, used cloth/flannel used to drain nutrients, water. d. Target: SD
3.	<p>Music Class</p> <ol style="list-style-type: none"> a. Description: Learning media to hone children's interest in playing traditional angklung musical instruments. b. Benefits: Namely training creativity, training teamwork, sharpening patience, reducing stress, training memory, training self-confidence. c. Requairements: Angklung Musical Instrument d. Target: SD
4.	<p>River Crossing</p>

Rachma Oriza Sativany, Purwowibowo, Arif

-
- a. Description: After taking a few classes, they did a river crossing. In this river crossing activity, they do traditional games and team building.
 - b. Benefits: Train teamwork, train creativity, hone patience, reduce stress, train memory, train self-confidence.
 - c. Requirements: (Needs depend on the type of game) for example Magic Stick (wooden stick), Guess the Word, Blind Bottle (bottle, nail, woolen thread).
 - d. Target: SD
-
5. Little Scientist/Science Class
 - a. Description: It is a fun play while learning activity in the form of simple science trial practice (Science Experiment).
 - b. Benefits: Stimulate and increase children's curiosity, answer children's curiosity through simple trial practices, and increase children's understanding and sensitivity to events around them.
 - c. Requirements: (Needs depend on the type of experiment) for example: Lava Lamp: oil, water, food coloring, effervescent tablets, clear glasses/bottles. Rainbow Rain: oil, water, food coloring, stirrer, glass.
 - d. Target: SD
-
3. Implementation, the following are a series of activities for the implementation of literacy tourism program assistance:
 - a. First of all, school children come to the Indonesian Literacy House, they attend and are invited to the Indonesian Literacy House Reading House for the opening/opening of the event which consists of an introduction, remarks, and children are given a drink banquet, then there is a group division, explanation of rules and making shouts.
 - b. Second, the children explained how the history of the beginning of the Indonesian Literacy House briefly, starting from NH as the founder of the Indonesian Literacy House reading house gathered the children of Ketapang Village to learn together by teaching them, helping with homework, making after school activities for children around Ketapang Village. Over time, this Indonesian Literacy House has become a Non-Profit Institution that has various work programs related to literacy/education and has collaborations from various agencies, communities, reading houses, and various volunteers from various regions.
 - c. Third, there is a literacy class, where children are given knowledge related to the importance of literacy according to their level of education. For example, fairy tales related to why literacy tourism is a solution because Ketapang Village experiences economic problems and low literacy levels both in Ketapang Village and nationally. Children are also given knowledge about learning not only through books/theories but also need to practice what has been learned, one of which is through this literacy tour, which is to practice what has been learned at school (contextual principles) so that children are not bored in class and can explore more deeply.



Figure 1. Literacy Class Documentation (Indonesian Literacy House Instagram)

- d. Fourth, namely the core of learning according to the learning needs of students, such as the existence of music classes, namely there are music classes, namely playing traditional angklung musical instruments. Children are taught to recognize simple tones even though the number of angklung is not too much, children also combine it with applause.



Figure 2. Music Class Documentation (Indonesian Literacy House Youtube)

- e. There are also outdoor learning classes, where children are given games that involve teamwork, they are invited to go down the river, team building games, and after that are given tasks. In carrying out this team-building game, it is also inseparable from increasing student literacy and numeracy such as magic sticks, word guessing, blind bottles, ball transfers, and others. Children are also invited to preserve and utilize the surrounding environment by picking up plastic waste, looking for conch in rice fields, and cooking together.

Rachma Oriza Sativany, Purwowibowo, Arif



Figure 3. Outdoor Learning Class Documentation (Indonesian Literacy House Instagram)

- f. Then continued, hydroponics class is learning to grow hydroponic plants such as watercress, pakcoy, spinach, and so on. They know the material for planting such as plant seeds, planting media, and how to plant. After that children are invited to make derivative products from these plants, such as salads, kebabs, and others.



Figure 4. Hydroponics Class Documentation (Indonesian Literacy House Instagram)

- g. Not only learning to grow hydroponics, children also learn lobsters, which is getting to know more closely aquatic animals that can be cultivated into a cottage industry, children become aware of how to cultivate, know their texture and physique, how to breed.



Figure 5. Lobster Class Documentation (Indonesian Literacy House Instagram)

4. Evaluation

The fourth stage is the evaluation/reflection of facilitators and mentors on literacy tourism assistance activities that have been carried out due to the obstacles felt by the companions during the implementation of mentoring, and the evaluation of students' opinions after participating in literacy tourism. The evaluation of literacy tourism assistance can also be shown in the feelings of children after participating in literacy tourism activities as felt by grade 6 students of SD Negeri 1 Ketapang, namely AG that after participating in literacy tourism, AG was given a package of hydroponic plants by the Indonesian Literacy House that can be practiced at school. In addition to practicing, children were also given the task to retell the learning experience at the Indonesian Literacy House. RD of grade 6 students also said that after attending literacy tourism, RD was given a presentation assignment related to his experience growing hydroponic plants and was happy with the learning provided by the Indonesian Literacy House. It can also be shown that children's feelings of literacy after participating in literacy tourism activities as felt by grade 6 students of SD Negeri 1 Ketapang, namely AG that after participating in literacy tours, AG was given a package of hydroponic plants by the Indonesian Literacy House that can be practiced at school. In addition to practicing, children were also given the task to retell the learning experience at the Indonesian Literacy House. RD grade 6 student also said that after participating in the literacy tour, RD was given a presentation assignment related to her experience growing hydroponic plants and was happy with the learning provided by the Indonesian Literacy House.

The homeroom teacher who accompanied the students also felt that the assistance carried out by the Indonesian Literacy House was very fun and gave a good impression to the children even if it was only for a day, the children were also interested in the way the facilitator delivered was friendly, so that the children were interested in learning like that again. HK as the Homeroom of Class 6 also explained that through this literacy tour, learning is no longer in the classroom but outdoor learning such as involving varied learning styles such as music, hydroponic classes involving language literacy and numeracy and children can explore their potential, and talents not only at school. Through this Literacy House, it can be a solution for schools that experience limited learning resources to be able to collaborate.

Rachma Oriza Sativany, Purwowibowo, Arif

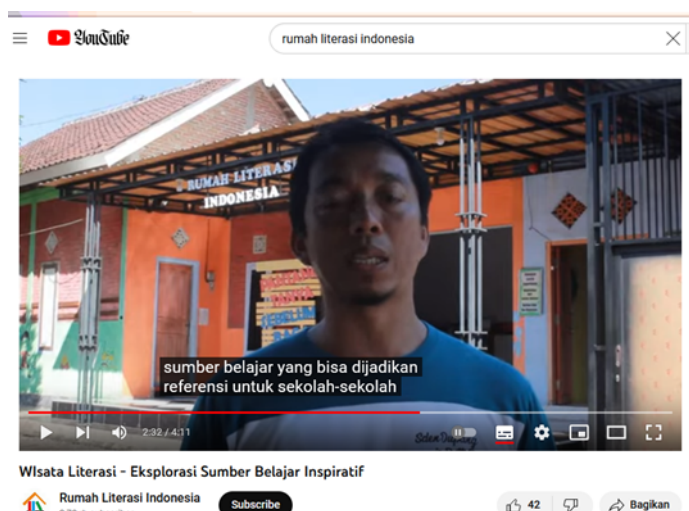


Figure 6. Interview Documentation

DISCUSSION

The following are the stages of Mentoring School Children through the Literacy Tour Program at the Indonesian Literacy House:

The stages of the literacy tourism program mentoring process begin with registration. The registration stage is an assessment stage, namely recognizing the target needs of the literacy tourism program consisting of target data, education levels, and the number of targets for the material to be practiced (Adi, 2003) (Antoro, 2017). Registration can be done through social media (Instagram, Website, Youtube) Rumah Literasi Indonesia, and can work together by making an MOU (cooperation agreement) to hold literacy tourism activities on subjects at school. Registration includes understanding the needs of targets in the process of solving social assistance problems. (Suharto, 2009).

The second stage is preparation, namely discussion of the material that needs to be practiced and preparing facilitator assistants. The stages of preparation for literacy tourism assistance according to (Pandini & Adi, 2019) include the preparatory stages in community development interventions. The preparation of assistance for this literacy tourism program is carried out by facilitators and assistants in designing literacy tourism learning projects. To design a literacy tourism learning project involves several indicators including: according to the level of education, involving aspects of child development, varied learning styles, material taught in schools, curriculum, reinforcement of literacy, and how to learn actually. This is by what was said by Sumarni, (2022) that a companion must always learn throughout life (up to date) in the era of the times because the character of each student is different for each individual who is motivated by different parenting in the family environment. With several indicators in designing literacy tourism learning projects, this is by the guidelines of social workers as educators, namely referring to the curriculum and teaching materials of students (Suharto, 2009). In determining literacy tourism learning projects involving teachers/homeroom teachers, for example, schools want themes about water, then the Indonesian Literacy House designs learning projects about water according to the level of education. This includes the planning stage of alternative programs, namely participatory mentoring involving beneficiaries in determining learning projects that are suitable for students (Adi, 2013)

In addition to involving some of these indicators, the design of literacy tourism learning projects is also given an age limit according to the level of elementary school along with the learning outcomes of students, so that children enjoy learning and fun Here are the learning projects along with the age limit for elementary school level:

- a. Kindergarten and elementary school grade 2 are more directed at science classes, cooking classes, and team building because early childhood learning needs are more directed to prepare for entry into elementary school where children are not only smart but also character improvement such as cooperation, trials, gross motor, social-emotional, cognitive).
- b. For grades 3-4, it is more directed at literacy and numeracy classes such as practicing mathematics lessons in everyday life, building teams, cooking classes, and science classes according to the theme taught at school. Children are also encouraged to know the real learning practices learned at school and improve the character of critical thinking, creativity, independence, and cooperation to restore the curiosity of children who initially in class feel pressured and unable to develop their potential.
- c. As for grades 5-6, it is more directed to thematic such as literacy classes, (why reading/literacy is important), music classes, lobster classes, hydroponics classes, or outdoor learning. Children learn how their knowledge is useful in everyday life such as growing hydroponic plants can be derivative products such as kebabs and salads to gain knowledge on how to be entrepreneurial

Meanwhile, to prepare facilitators, the Indonesian Literacy House involves the participation of the Ketapang Village community to become facilitators of literacy tourism program assistance including Ketapang Village UMKM (Micro Small and Medium Enterprises) actors, kindergarten teachers, administrators/volunteers who often contribute to the Indonesian Literacy House (Suharto, 2009). There are special criteria to become a facilitator of literacy tourism program assistance, namely the desire to learn, be able to integrate with children, have taught in class, have good communication, and be able to work in teams. (Andari, 2020; Muktiwibowo & Prayogi, 2022; Sukmana, 2022). These criteria are by the qualifications of social workers in the field of education. (Adi, 2013).

The third stage is implementation, which is a series of implementation of literacy tourism programs, this stage includes the implementation stage in community development interventions (Adi, 2003), and according to (Suharto, 2009) This stage includes the stage of implementing programs to solve social assistance problems. The following are a series of activities for the implementation of literacy tourism program assistance:

- a. First of all, school children come to the Indonesian Literacy House, they attend and are invited to the Indonesian Literacy House Reading House for the opening/opening of the event which consists of an introduction, remarks, and children are given a drink banquet, then there is a group division, explanation of rules and making shouts.
- b. Second, the children explained how the history of the beginning of the Indonesian Literacy House briefly, starting from NH as the founder of the Indonesian Literacy House reading house gathered the children of Ketapang Village to learn together by teaching them, helping with homework, making after school activities for children around Ketapang Village. Over time, this Indonesian Literacy House has become a Non-Profit Institution that has various work programs related to literacy/education and has collaborations from various agencies, communities, reading houses, and various volunteers from various regions.
- c. Third, there is a literacy class, where children are given knowledge related to the importance of literacy according to their level of education. For example, fairy tales are related to why literacy tourism is a solution because Ketapang Village experiences economic problems and low literacy levels both in Ketapang Village and nationally. Children are also given knowledge about learning not only through books/theories but also need to practice what has been learned, one of which is through this literacy tour,

Rachma Oriza Sativany, Purwobowo, Arif

which is to practice what has been learned at school (contextual principles) so that children are not bored in class and can explore more deeply.

The series of mentoring implementation uses an approach (contextual learning), which connects the learning learned in schools with real conditions in the field such as science classes, hydroponics classes, and cooking classes that involve varied learning styles and utilize learning resources based on local wisdom (MSME actors, mountains, rivers, gardens, and built-in Ketapang Village) (Suharto, 2009).

The fourth stage is the evaluation/reflection of facilitators and mentors on literacy tourism assistance activities that have been carried out due to the obstacles felt by the companions during the implementation of mentoring, and the evaluation of students' opinions after participating in literacy tourism. This stage includes the evaluation stage in community development interventions (Indonesia, 2003) and in solving social assistance problems (Suharto, 2009). Literacy tourism companions have the principle that educators must learn throughout life. This is also what was said by (Suharto, 2009). that people who learn truly learned are people who learn how to learn, in this case, literacy tourism companions have the principle to always learn from mistakes / lifelong learning. The evaluation of literacy tourism assistance can also be shown in the feelings of children after participating in literacy tourism activities as felt by grade 6 students of SD Negeri 1 Ketapang, namely AG that after participating in literacy tourism, AG was given a package of hydroponic plants by the Indonesian Literacy House that can be practiced at school. In addition to practicing, children were also given the task to retell the learning experience at the Indonesian Literacy House. RD of grade 6 students also said that after attending literacy tourism, RD was given a presentation assignment related to his experience growing hydroponic plants and was happy with the learning provided by the Indonesian Literacy House. It can also be shown that children's feelings of literacy after participating in literacy tourism activities as felt by grade 6 students of SD Negeri 1 Ketapang, namely AG that after participating in literacy tours, AG was given a package of hydroponic plants by the Indonesian Literacy House that can be practiced at school. In addition to practicing, children were also given the task to retell the learning experience at the Indonesian Literacy House. RD grade 6 student also said that after participating in the literacy tour, RD was given a presentation assignment related to her experience growing hydroponic plants and was happy with the learning provided by the Indonesian Literacy House. Based on these data, it shows that children re-practice the knowledge that has been learned in literacy tourism, namely planting hydroponics through hydroponic plant packages provided by the Indonesian Literacy House, besides that children also feel happy and are given the task of retelling / presenting the learning obtained during literacy tours (Hasanah & Silitonga, 2020).

The homeroom teacher who accompanied the students also felt how the assistance carried out by the Indonesian Literacy House was very fun and gave a good impression to the children even if it was only for a day, the children were also interested in the way the facilitator delivered was friendly, so that the children were interested in learning like that again. Based on these data, with this assistance children can fulfill their education, children feel happy to study at the Indonesian Literacy House (National Education System Law, 2003) Grade 6 SD Negeri 2 Ketapang also said that with the existence of learning literacy tourism is no longer in the classroom but outdoor learning such as this literacy tour which involves varied learning styles such as music, Knowledge of hydroponics involves language literacy and numeracy and children can explore their abilities not only in school. So that this Literacy House is a solution for schools that experience limited learning resources to be able to collaborate. Based on these data, it is by the purpose of mentoring, namely a social change through the relationship between mentors and schools in solving the problem of limited learning resources (Ministry of Social Affairs, 2007) (Hidayatullah & Suswanta, 2023; Humaira et al., 2021). In addition, literacy tourism assistance includes community development in the field of education through learning outside of school for schools that experience limited learning resources. (Somantri, 2021; Suharto, 2009).

CONCLUSION

Based on the results and discussion, the assistance of school children through literacy tourism programs at the Indonesian Literacy House consists of 1) Registration is the first stage in assisting literacy tourism, namely recognizing target needs such as target data, education levels, number of targets, and materials to be practiced. 2) Preparation is a discussion of the material that needs to be practiced and preparing facilitator assistants. The preparation of literacy tourism learning projects involves several indicators such as: according to the level of education, involving aspects of child development, varied learning styles, referring to (material taught in schools and school curricula), strengthening literacy, and how to learn actually. The literacy tourism learning project designed by the Indonesian Literacy House is by the learning achievement indicators of elementary school students. 3) Implementation of literacy tourism, which is a series of literacy tourism program assistance activities. 4) Evaluation is the stage of reflection of facilitators and mentors and evaluation of student learning outcomes after the implementation of literacy tourism assistance

REFERENCE

- Adi, I. R. (2013). *Kesejahteraan Sosial*. Rajawali Pers.
- Andari, S. (2020). Peran Pekerja Sosial Dalam Pendampingan Sosial. *Sosio Informa*, 6(2), 92–113.
- Andriani, W., Subandowo, M., Karyono, H., & Gunawan, W. (2021). Learning loss dalam pembelajaran daring di masa pandemi corona. *Prosiding Seminar Nasional Teknologi Pembelajaran Universitas Negeri Malang*, 1(1), 485–501.
- Antoro, B. (2017). *Gerakan Literasi Sekolah dari pucuk hingga akar: sebuah refleksi*. Direktorat Jenderal Pendidikan Dasar dan Menengah.
- Freshintia, M. I., Ratnasari, E., Kusuma, M. S., Cahyani, Y. D. S., & Romadhona, A. G. A. (2024). The Role Of The Literacy House" Gubuk Bhavana" In Fostering Literacy Culture In The Ngepanrejo Village. *As-Sidanah: Jurnal Pengabdian Masyarakat*, 6(2), 267–289.
- Hasanah, U., & Silitonga, M. (2020). *Implementasi gerakan literasi sekolah di sekolah dasar*.
- Hidayatullah, N., & Suswanta, S. (2023). Analysis of The Importance of Distributing Social Assistance to The Ministry of Social Affairs Through Social Media Twitter. *Asian Journal of Management, Entrepreneurship and Social Science*, 3(02), 66–80.
- Humaira, M. A., Rachmadtullah, R., Sesrita, A., Laeli, S., Muhdiyati, I., & Firmansyah, W. (2021). Teacher perceptions of university mentoring programs planning for inclusive elementary schools: A case study in Indonesia. *International Journal of Special Education*, 36(2), 53–65.
- Indonesia, P. R. (2003). Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. *Jakarta: Kementrian Riset, Teknologi, Dan Pendidikan Tinggi*.
- Muktiwibowo, A., & Prayogi, A. (2022). Peran Pekerja Sosial Masyarakat Dalam Memberikan Pelayanan Rehabilitasi Sosial Kepada Anak Penyandang Disabilitas Berbasis Masyarakat. *Pekerjaan Sosial*, 21(1).

Rachma Oriza Sativany, Purwobowo, Arif

- Pandini, I., & Adi, I. R. (2019). Community Participation Tourism Village In Implementing Community Empowerment To Improve Well-Being (Study At Tapos-1 Tourism Village, Bogor, West Java). *International Journal of Social Science Research*, 1(2), 149–158.
- Seixas, B. V, Smith, N., & Mitton, C. (2018). The qualitative descriptive approach in international comparative studies: Using online qualitative surveys. *International Journal of Health Policy and Management*, 7(9), 778.
- Somantri, C. (2021). *Leadership of community education: evidence from Indonesia*. University of Nottingham.
- Suharto, E. (2009). *Membangun masyarakat memberdayakan rakyat*.
- Sukmana, O. (2022). *Dasar-dasar Kesejahteraan Sosial dan Pekerjaan Sosial* (Vol. 1). UMMPress.
- Sumarni, R. (2022). Intervensi Bank Sumsel Babel Dalam Pemberdayaan Ekonomi Pengrajin Batik. *Jurnal Pemberdayaan Masyarakat*, 10(1), 41–49.
- Unicef. (2021). *The state of the global education crisis: a path to recovery: a joint UNESCO, UNICEF and WORLD BANK report*. Paris: UNESCO, cop. 2021.
- Vachkova, S. N., Vachkov, I. V, Klimov, I. A., Petryaeva, E. Y., & Salakhova, V. B. (2022). Lessons of the pandemic for family and school—the challenges and prospects of network education. *Sustainability*, 14(4), 2087.



© 2024 by the authors. Submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)