

Community Empowerment Program Through Accessibility to Literacy Education in Sekucing Kualan Village, Simpang Hulu District, Ketapang Regency West Kalimantan

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ABSTRACT: This thesis aims to provide an analysis of the implementation of a community empowerment program through accessibility of literacy education in Sekucing Kualan Village, Simpang Kanan District, Ketapang Regency. The problems in this study stem from the lack of uniform program socialization and minimal coordination between institutions, as well as varying motivations of implementers and a lack of understanding of the character vision. The purpose of this study is to describe and analyze communication factors, implementer disposition/attitude, resources, and bureaucratic structure in the implementation of a community empowerment program through accessibility of literacy education in Sekucing Kualan Village, Simpang Kanan District, Ketapang Regency. This study uses a descriptive research method with a qualitative approach. The results show that ineffective communication, less responsive implementer attitudes, limited resources (both funds, facilities, and trained personnel), and a complex and layered bureaucratic structure are the main obstacles in the implementation of the literacy program. Limited communication between the village government and the community causes information not to arrive on time, while the convoluted bureaucracy slows down decision-making and program implementation. Implementer dispositions that are less oriented to community needs also worsen the effectiveness of the program. Based on these findings, this study recommends several corrective measures, including increasing open and effective communication channels, enhancing motivation and training for program implementers, simplifying bureaucratic procedures, and increasing resource allocation to support the smooth implementation of the literacy program.

KEYWORDS: Community Empowerment Program, Accessibility to Literacy Education, Program Implementation

INTRODUCTION

Minister of Education and Culture Regulation (Permendikbud) No. 23 of 2015 concerning the Cultivation of Character Education emphasizes the importance of cultivating character as part of character education. Literacy education, particularly that developed in the community, not only improves reading and writing skills but also fosters critical thinking, empathy, and national values that align with the goals of character education. This regulation recognizes that education is not solely the responsibility of schools, but also of families and communities. Community-based literacy programs, such as community reading gardens (TBM), reading corners, and family literacy activities, represent a concrete manifestation of the collaboration between these three elements.

Cultivating character education emphasizes the importance of creating a social environment that supports positive values. Empowerment programs through literacy provide communities with the space to build a positive and sustainable learning ecosystem. Literacy activities such as reading together, book discussions, or journaling are concrete practices that foster positive habits that align with the principles of fostering character education in Minister of Education and Culture Regulation No. 23 of 2015 concerning the Cultivation of Character Education. Thus, community-based literacy programs are a strategic part of implementing character-building values, because both aim at the overall goal of education: to educate and shape the character of empowered and ethical citizens.

The implementation of this program not only improves the community's basic literacy skills but also strengthens life skills, encourages creativity, and builds individual self-confidence as part of a community. In line with the principles of Permendikbud 23/2015, strong character education begins with small, consistent actions such as reading together, engaging in civilized discussions, and respecting differences of opinion. By involving all elements of society in relevant, contextual, and sustainable literacy activities,

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this program is expected to be a concrete step in strengthening a culture of literacy as a pathway to a nation with character, critical thinking, and competitiveness.

Literacy has a broad meaning, namely the ability to write and read. This understanding of literacy can also be interpreted as a person's ability to access, understand, evaluate, and use information effectively, by developing critical thinking patterns, and becoming an active, productive, and ethical citizen in society. (Hanika Triaryanti and Nur Hidayah, 2018, 38).

Despite the growing enthusiasm for literacy, limitations in the field include the availability of quality reading materials, access to technology, and the capacity of facilitators. This can be a barrier to consistent character development and requires further support from the government and the private sector. In the digital era, people are beginning to adopt online media for literacy activities, such as online classes, educational podcasts, and virtual reading forums. This presents a new opportunity to develop contextual character, but it still requires guidance to avoid being trapped by negative content.

The phenomenon of the implementation of the Community Empowerment Program through Literacy Education in Sekucing Kualan Village, Simpang Kanan District, Ketapang Regency, in accordance with the Regulation of the Minister of Education and Culture No. 23 of 2015 concerning the Development of Character, related to communication factors, disposition/attitude of implementers, resources and bureaucratic structure, shows that: The problem of communication factors is the lack of even socialization of the program, because information about the importance of literacy education and its relationship to the development of character has not reached all levels of society effectively and the lack of coordination between communication institutions between village governments, schools, and literacy program managers is often interrupted or out of sync, resulting in the implementation of the program not running optimally. Meanwhile, the impact is that the community does not understand the objectives of the literacy program as part of character building, so that the level of participation is low..

LITERATURE REVIEW

Policy implementation is a further process from the policy formulation stage. At the formulation stage, the strategy and policy objectives are established, while the actions to achieve these objectives are carried out at the policy implementation stage. Sabatier and Mazmanian (in Tachjan, 2015:67) state that "implementation is the embodiment of decisions regarding fundamental policies, usually stipulated in a law, but can also take the form of important executive instructions or court decisions." Ideally, these decisions clarify the problems to be addressed, define the objectives to be achieved, and in various ways 'describe the structure' of the implementation process.

According to Edward III's theory (in Tachjan, 2015:56), there are four factors that influence policy implementation: 1. Communication, namely the dissemination of policy content through a good communication process that will influence policy implementation., 2. Resources, namely their adequacy, which implies suitability and clarity; these are positioned as inputs within the organization that have economic and technological implications., 3. Disposition/attitude of implementers, namely the acceptance or rejection of policy implementing agents greatly influences the success or failure of public policy implementation., 4. Bureaucratic structure is a fundamental factor in assessing public policy implementation, both through Standard Operating Procedures (SOPs) and fragmentation.,

Policy implementation, based on Edward III's theory, involves actions that can be implemented directly as well as actions that require derivative products for clear implementation by policy implementers at lower levels. In order for public policy to be implemented effectively, the implementation process must include communication, disposition, available resources and organizational structure. The influencing factors according to Edward III include communication factors, disposition or attitude factors of implementers, resource factors and bureaucratic structure factors in relation to the implementation of community empowerment programs through literacy education in Sekucing Kualan Village, Simpang Kanan District, Ketapang Regency as regulated in the Regulation of the Minister of Education and Culture No. 23 of 2015 concerning the Development of Character.

METHOD

The type of research to be used is determined by the problem, nature, and objectives of the research. In this study, the appropriate type of research used is descriptive research. Descriptive research provides an overview of the implementation of a community empowerment program through accessibility of literacy education in Sekucing Kualan Village through various initiatives, such as reading and writing classes and basic skills training. The implementation of this program involves various parties, including the village government, NGOs, and local volunteers. It has good potential in increasing literacy awareness among the community.

The data analysis technique used in this study was qualitative analysis. Data analysis in qualitative research is the process of simplifying data into a form that is easier to read and interpret. Qualitative research views data as the product of the researcher's interpretation process, which already contains meaning and references to values. Meanwhile, data validity in this study was checked using technical triangulation, namely by cross-checking the data. The cross-checking technique was used because this study utilized dual data collection techniques for the research object: interviews and documentation.

RESULT AND DISCUSSION

1. Communication Factor

Communication plays a vital role in the successful implementation of empowerment programs. Effective communication not only bridges information between the government, implementing agencies, and the community, but also serves as a means of building trust, active participation, and a shared understanding of the program's objectives. Without effective communication, empowerment programs risk being poorly received or not fully understood by the target community. Communication factors concern not only how information is conveyed, but also how messages are received, understood, and responded to by the community. Conversely, communication failures often lead to misunderstandings, low community involvement, and even rejection of programs that are actually beneficial.

Based on the results of interviews with the Sekucing Kualan Village Community, regarding how to obtain information related to literacy education programs in Sekucing Kualan Village, and whether the communication methods used are easy for the community to understand, it was stated that: "We get information about literacy education programs through informal channels, such as announcements from the RT head, information from community leaders, as well as from community meetings and mutual cooperation activities. While the communication methods used are relatively easy to understand, because the information is conveyed using local languages and in simple forms. However, there are still challenges, such as: the lack of written information or official announcements that can be reread and the minimal variety of communication media, in the use of social media for those who have access."

In relation to this statement, it can be seen that the community obtains information about literacy education programs through informal channels, such as announcements from neighborhood heads, community leaders, and through community meetings and social activities such as mutual cooperation (gotong royong). Most people feel that the communication methods used are quite easy to understand, because the information is conveyed using simple and familiar language, in accordance with local culture and customs. Direct, face-to-face communication is considered more effective in conveying messages, as it allows interaction and clarification if there is confusion. However, several challenges remain, such as the lack of accessible written information and the lack of variety of communication media, which can hinder wider dissemination of information, especially to residents who are not active in social activities or village meetings.

Communication is a key element in the implementation of community empowerment programs, including in the context of increasing accessibility to literacy education. Based on interviews, observations, and direct interactions in Sekucing Kualan Village, several communication factors significantly influence the success or failure of literacy programs in this area. This is because communication channels for literacy programs in Sekucing Kualan still rely on direct communication channels, such as community meetings, verbal announcements, and interpersonal communication. While effective in reaching communities unfamiliar with technology, these channels have limited reach and dependency on physical presence.

2. Implementer Disposition/Attitude

The implementer's disposition or attitude, which includes commitment, motivation, social awareness, and professionalism, plays a crucial role in determining the success of program implementation. Implementers who have a positive attitude and care about social change in the community tend to be more effective in building community participation, designing programs tailored to local needs, and adapting to existing limitations. Conversely, implementers who lack enthusiasm or an empowerment orientation often result in programs that are off-target or unsustainable. In Sekucing Kualan Village, the literacy program faced various challenges, including a lack of competent teachers, low community participation, and limited learning resources. However, initial observations indicate that the attitudes and approaches of implementers in the field significantly influence the program's sustainability and impact.

2. Implementer Disposition/Attitude

Based on interviews with the Sekucing Kualan Village community regarding the attitudes of literacy program implementers in promoting and implementing educational activities in Sekucing Kualan Village, it was revealed: "The attitudes of literacy program implementers influence how they participate in literacy education programs. However, literacy program implementers still need to improve their methods of promoting these program activities. Sometimes, program socialization seems to not directly address the core needs of the community. For example, a lack of understanding of local social and cultural conditions makes it difficult for implementers to attract the interest of older residents or those less accustomed to formal education."

In relation to this statement, it can be seen that the community generally feels that the literacy program implementers are quite active in promoting educational activities. They convey information about the literacy program in a way that is easily understood by villagers, using simple language that is immediately accepted by the community. Overall, the community responded positively to this literacy program, although there were still some difficulties in understanding and acceptance at first. They hope that this program can be more sustainable and involve more parties, including the government and other relevant institutions.

Based on field observations, the community empowerment program implementers through literacy education in Sekucing Kualan Village demonstrated a strong willingness to adapt implementation methods to the local social, cultural, and economic

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conditions. Program implementers also strive to adapt teaching methods to be more easily understood by the local community, the majority of whom have low levels of formal education. Therefore, this literacy program utilizes a more practical approach and is based on real-life examples, such as teaching reading and writing through contexts close to their daily lives, such as agricultural instructions, the use of technological tools, or communication in commerce.

The disposition or attitude of the implementer plays a crucial role in the successful implementation of community empowerment programs, particularly in the context of literacy education in Sekucing Kualan Village. Implementers who have a strong commitment to the goals of community empowerment significantly influence the effectiveness of literacy programs. Committed implementers view the program not merely as an administrative obligation but also as a social mission focused on improving the quality of life of the village community. This commitment is reflected in their efforts to understand the specific conditions of the village community and find solutions tailored to their needs.

3. Resource Factors

Community empowerment programs require sufficient funding to cover various aspects, from training costs and procurement of teaching materials and teaching aids to incentives for teachers and facilitators. In Sekucing Kualan Village, the limited budget available for literacy programs is one of the obstacles that must be overcome. The majority of the community has limited income, making it difficult to rely on financial contributions from them. Therefore, the literacy program relies on financial support from the government, non-governmental organizations (NGOs), or other third parties. Without adequate funding, the quality of the program will be affected, and the community's access to literacy education will be limited. Physical infrastructure, such as classrooms, teaching materials, and access to technology, also impacts the effectiveness of the literacy program.

Based on the results of interviews with the Sekucing Kualan Village Community, regarding the facilities, budget and available personnel, whether they are sufficient to support literacy activities in the village and what resource deficiencies are most felt when implementing literacy programs, it was stated that: "The existing facilities are still very limited. We only have a simple study room in the village hall, and often the room is used for various other activities. The number of books available is also limited, while the most felt shortcomings are in two main things: facilities and teaching staff. The existing facilities are very limited, especially in terms of adequate space and sufficient books. Without adequate facilities."

In relation to this statement, it can be seen that the current facilities, budget, and personnel are insufficient to support the literacy program in this village. Existing facilities are limited to simple rooms and a limited number of books, while the allocated budget is insufficient to meet the needs of the literacy program as a whole. The existing teaching staff, despite their best efforts, lack the specialized training needed to teach literacy more effectively. The most significant shortcomings are the limited facilities and trained teaching staff, as well as the lack of a sufficient budget to support the smooth running of the literacy program. To improve the program's effectiveness, additional resources are needed, both in terms of facilities, budget, and teacher training.

Based on field observations, it can be concluded that the literacy program in Sekucing Kualan Village has received good community support, despite several challenges related to funding, facilities, and personnel needed to sustain and develop literacy activities in the village. However, the sustainability of this program still depends heavily on limited funding, existing facilities, and limited teacher involvement. To ensure long-term success, greater support from the government and other institutions is needed, both in the form of funding, facilities, and training for the management staff and volunteers involved. This support will greatly assist in expanding the reach of literacy activities, improving the quality of facilities, and increasing broader community involvement in the existing literacy program.

One of the main challenges faced in implementing community empowerment programs through literacy is limited funding. The literacy program in Sekucing Kualan Village relies largely on community self-funding and limited fundraising efforts. This results in limitations in book procurement, facility maintenance, and the implementation of literacy activities. Although there is some assistance from the government or related institutions, unstable funding hampers the further development of the literacy program. Literacy programs require an adequate budget for book procurement, learning aids, and improvements to existing literacy facilities. Therefore, financial resources are a key factor in determining the program's sustainability.

4. Bureaucratic Structure Factors

Bureaucratic structure is crucial for the smooth and successful implementation of policies, including community empowerment programs. Through an organized structure and strong coordination between institutions at various levels, the bureaucracy can ensure that these programs are implemented efficiently and effectively to achieve their intended goals, in this case, improving community literacy.

The existing bureaucratic structure in Sekucing Kualan Village, Simpang Kanan District, Ketapang Regency, influences the implementation of community empowerment programs through literacy education. Bureaucratic constraints, including budget constraints, inter-agency coordination, and monitoring and evaluation, can hinder the achievement of these program objectives. Therefore, it is necessary to improve bureaucratic effectiveness by addressing the needs of local communities and enhancing collaboration between the government and the community in supporting literacy education empowerment programs. In the context

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of Sekucing Kualan Village, bureaucratic challenges such as limited budget allocation, misalignment of program priorities with local community needs, and a lack of synergy between various parties (both government and community) can be significant inhibiting factors.

Regarding the bureaucratic process affecting the ease of participating in literacy program activities, the Sekucing Kualan Village community received information that: "I think the bureaucratic process in Sekucing Kualan Village does indeed affect the ease of participating in literacy activities. Some literacy activities carried out by the village government often require a rather complicated administrative process. For example, to participate in literacy training, we have to fill out forms or complete certain documents which can sometimes be quite confusing for some residents, especially those who are not used to administration."

In response to this statement, it can be assumed that the current bureaucratic process often makes it difficult for communities to participate in literacy activities. Complicated and confusing administrative procedures (for example, filling out forms or documents) are a significant obstacle, especially for residents unfamiliar with administration. Furthermore, the slow budget submission process also hinders the implementation of literacy activities. Despite the village government's good intentions to implement literacy programs, slow bureaucracy often leads to delays or impediments.

Based on field observations, several bureaucratic obstacles hinder the implementation of activities or assistance in implementing community empowerment programs, particularly regarding the accessibility of literacy education in Sekucing Kualan Village. One of the main obstacles identified is the complicated administrative procedures in submitting and implementing literacy programs in Sekucing Kualan Village, including complex administrative procedures, lack of coordination between relevant parties, slow budget submission processes, lack of information transparency, and limited human resources. To facilitate the implementation of literacy programs, procedures are needed to simplify procedures, improve coordination, accelerate the budget process, and increase transparency and training for village officials.

The existing bureaucratic structure presents challenges in terms of coordination and communication between village governments, educational institutions, non-governmental organizations (NGOs), and the community itself. Information about literacy programs often does not reach the community effectively and in a timely manner. Sometimes, communication is carried out only formally, without a direct approach that would allow the community to better understand and access literacy programs. This lack of coordination and communication hinders the implementation of literacy programs, as villagers do not know how to participate in literacy activities or do not receive timely information. This results in low community participation in literacy programs.

CONCLUSIONS

Based on the research results and discussion in the previous chapter, several conclusions can be drawn regarding the implementation of the community empowerment program through accessible literacy education in Sekucing Kualan Village, Simpang Kanan District, Ketapang Regency, including:

1. The lack of effective communication between the village government, educational institutions, and the community resulted in delayed information about the literacy program reaching the community. Furthermore, limited formal communication resulted in community inactivity in the planning and implementation of literacy activities.
2. Implementers' unresponsiveness to community needs and a lack of commitment to implementing the literacy program were major obstacles. Some program implementers lacked motivation or were not sufficiently focused on the community's real needs, resulting in ineffective literacy programs.
3. Limited resources (funds, facilities, and trained personnel) hampered the smooth implementation of the literacy program. Literacy programs were often hampered by a lack of budget to support activities such as book provision, training, or other literacy activities. Furthermore, the number and quality of trained human resources to manage community empowerment programs through accessible literacy education remained limited.
4. Complicated bureaucratic procedures and multi-layered structures slow down decision-making and the implementation of literacy programs. Lengthy and inefficient administrative processes for submitting funding or activities hinder the smooth running of programs. Lack of coordination between agencies and relevant parties also leads to delays in the delivery of information and the adoption of necessary actions.

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