

Optimization of Mosques, Madrasahs and Islamic Boarding Schools in Eradicating Illiteracy with the Reflect Method in Pamayangsari Hamlet, Cikawungading Village, Tasikmalaya Regency

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ABSTRACT

This article aims to describe the condition of illiterate children in Pamayangsari Hamlet, and the application of the reflect method in alleviating illiteracy. This article uses descriptive analytic method with data collection through interviews and observations to the community. At the observation stage, the problem of illiteracy was found in children aged 6-12 years. During implementation, empowerment is carried out in mosques and madrasahs. The next stage is awareness, where the community is educated about the importance of literacy. Activities are carried out in an interesting way so that children are more likely to like them, such as competitions and other educational activities. The last program is action, focusing on direct teaching to overcome illiteracy. Evaluation is done through observation, community enthusiasm and assessment of children's literacy skills. In conclusion, the reflect method yielded significant results in alleviating illiteracy.

ARTICLE INFO

Article History:

Submitted/Received 13 May 2024

First Revised 26 May 2024

Accepted 3 Jun 2024

First Available online 3 Jun 2024

Publication Date 30 Apr 2024

Keyword :

Empowerment

Awareness

Literacy

INTRODUCTION

Illiteracy in Indonesia has experienced a stagnant trend in its eradication. According to the global monitoring report Indonesia is currently among the 34 countries with high illiteracy. According to their research, Indonesia is ranked seventh after China, India and Bangladesh. (hasanah et al., 2020, p. 15).. Meanwhile, according to the Central Statistics Agency (BPS) there are still around 3.47% of children under 15 years of age 0.47% of adolescents aged 15-44 years and 8.04% of people aged 45 years illiterate in 2023. Only a slight difference with 2021 which is at 3.96 for children under 15 years of age 0.73% of the productive period and 9.24% for people over 45 years of age. (Statistics, 2023).

This development is a danger alarm for the development of children and Indonesia in general. Maybe if it is seen that the age of 45 years and above does not really affect the progress of Indonesia, but let's look at the illiteracy data in the age range of 15-45 years which can be said to be the productive age of humans. approximately according to bps there are 0.47% of people in this age range still do not know letters. the region that dominates illiteracy from the age range of 15-45 years is in the first place there is Papua with a percentage of 12.84%, then there is West Nusa Tenggara 1.51%, in the third place there is West Sulawesi with 1.37% of people still illiterate this is very dangerous for the development of Indonesia. (Statistics, 2023). To see the illiteracy rate in more detail, see the table below:

TABLE 1: Illiteracy Rate by Province and Age Group (Source: BPS Website)

38 Provinsi	Angka Buta Aksara Menurut Provinsi dan Kelompok Umur (Persen)								
	15+			15-44			45+		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
ACEH	1.76	1.75	1.66	0.06	0.13	0.13	5.32	4.96	4.61
SUMATERA UTARA	0.81	0.89	0.83	0.17	0.24	0.13	2.03	2.11	2.09
SUMATERA BARAT	0.74	0.71	0.69	0.1	0.12	0.07	1.92	1.7	1.74
RIAU	0.8	0.82	0.82	0.09	0.07	0.04	2.38	2.42	2.38
JAMBI	1.92	1.9	1.84	0.24	0.18	0.1	4.88	5.14	4.62
SUMATERA SELATAN	1.22	1.35	1.27	0.2	0.27	0.13	3.15	3.28	3.27
BENGKULU	2.12	2.2	2.11	0.16	0.25	0.09	5.63	5.87	5.41
LAMPUNG	2.72	2.75	2.67	0.11	0.28	0.31	7.09	6.91	6.35
KEP. BANGKA BELITUNG	1.9	1.83	1.76	0.64	0.42	0.25	4.19	4.52	4.26
KEP. RIAU	0.91	0.98	0.95	0.11	0.15	0.12	2.87	2.85	2.75
DKI JAKARTA	0.27	0.31	0.31	0.09	0.08	0.09	0.61	0.68	0.68
JAWA BARAT	1.38	1.51	1.49	0.12	0.13	0.07	3.56	3.93	3.74
JAWA TENGAH	6.21	5.74	5.66	0.25	0.74	0.29	14.09	12.78	12.43
DI YOGYAKARTA	4.78	4.85	4.41	0.07	0.22	0.28	10.94	10.34	9.68
JAWA TIMUR	7.44	6.68	6.3	0.94	0.94	0.41	15.62	14.28	13.32
BANTEN	2.22	1.84	1.77	0.14	0.33	0.07	6.16	4.86	4.54
BALI	5	4.47	4.39	0.09	0.4	0.25	12.08	9.92	9.86
NUSA TENGGARA BARAT	12.61	11.03	10.89	2.7	2.79	1.51	30.38	26.75	26.48
NUSA TENGGARA TIMUR	6.15	5.37	4.89	2.13	1.75	1.32	13.79	12.3	11.22
KALIMANTAN BARAT	6.59	6.04	5.21	1.43	1.46	0.59	16.47	14.92	13.42
KALIMANTAN TENGAH	0.9	0.88	0.97	0.09	0.08	0.1	2.45	2.5	2.45
KALIMANTAN SELATAN	1.73	1.64	1.63	0.15	0.24	0.12	4.29	4.2	3.92

38 Provinsi	Angka Buta Aksara Menurut Provinsi dan Kelompok Umur (Persen)								
	15+			15-44			45+		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
KALIMANTAN TIMUR	1.1	1.03	0.99	0.14	0.24	0.06	2.8	2.59	2.53
KALIMANTAN UTARA	3.45	2.29	2.22	0.61	0.77	0.43	8.93	5.48	5.4
SULAWESI UTARA	0.2	0.19	0.21	0.09	0.07	0.04	0.35	0.34	0.42
SULAWESI TENGAH	1.72	1.95	1.86	0.67	0.58	0.4	3.62	4.57	4.35
SULAWESI SELATAN	7.51	6.69	6.17	1.71	1.77	1.12	16.78	15.08	13.76
SULAWESI TENGGARA	5.06	4.21	3.97	1.1	0.82	0.52	13.07	11.21	10.5
GORONTALO	1.25	1.58	1.51	0.28	0.6	0.55	2.97	3.41	3.06
SULAWESI BARAT	6.91	6.18	5.67	2.67	1.85	1.37	15.19	15.4	13.41
MALUKU	0.58	0.6	0.53	0.52	0.31	0.15	0.7	1.19	1.24
MALUKU UTARA	1.29	1.22	1.19	0.26	0.16	0.08	3.43	3.57	3.3
PAPUA BARAT	2.09	2.36	2.16	1.39	0.98	0.87	3.86	5.65	5.18
PAPUA	21.11	18.81	15.78	19.03	15.09	12.84	26.28	28.35	22.26
INDONESIA	3.96	3.65	3.47	0.73	0.75	0.47	9.24	8.48	8.04

At least from the data above we can see the comparison from year to year regarding the eradication of illiteracy. In Indonesia's golden age range, of course, these numbers cannot be said to be small. Because it is this age range that will determine the fate of Indonesia in the future. Because with the freedom of the community from illiteracy, this will have a broad influence on the nation, one of which is the development of the human resources of the Indonesian nation. So that in the future, the Indonesian people can occupy strategic places on the world stage.

The importance of eradicating illiteracy is also a government concern to build Indonesia into a developed country. Because developed countries are supported by skilled human resources with a good literacy base, this is the capital in building our nation. This is also a big task from year to year for our nation.

In addition to the data above, the world cultural organization or UNESCO has conducted research on the problem of illiteracy. The result in 2013 UNESCO has declared that the problem of illiteracy is a world problem. Then Indonesia at that time was in the third position of the country with the highest illiteracy rate in the world. (Mariyono, 2016, p. 55). In Indonesia, there are approximately 2.9 million people who are still illiterate. The Director General of Early Childhood Education, Basic Education, and Secondary Education, Ministry of Education, Culture, Research, and Technology said that by 2020 there will be a decrease in the illiteracy rate in Indonesia from 1.78% to 1.71%. This statement concludes that the illiteracy rate in Indonesia decreased by around 1 million from 2019-2020. (Indriani, 2021). For this achievement, Indonesia received an award from UNESCO for carrying out massive eradication of illiteracy so that the percentage of literacy rate in Indonesia has reached 80%. (Machmudi, 2021).

Appreciation must be given to the efforts made by Indonesia to eradicate illiteracy. However, the community must participate in the eradication of illiteracy because many areas are still not covered by the program. One of the things that the government must pay attention to is that the illiteracy rate in West Java still looks quite large, this can happen because usually those affected by illiteracy are people who live in remote villages, far from crowds and other public access. Looking at the trend of illiteracy data in West Java is quite unique because the graph fluctuates compared to other regions which tend to show a decrease.

One of the regions in West Java with a high illiteracy rate is the coastal area. Therefore, the selection of coastal areas as a place to implement illiteracy programs is quite necessary and consistent. Some of the reasons why coastal residents tend to have a high illiteracy rate is that they have not had access to education as well as in big cities.

Pamayangsari hamlet is one of the coastal area with a high illiteracy. The majority of people in Pamayangsari village are mostly fishermen. This profession is passed down from generation to generation to their children and grandchildren. Those fishermen who are often at sea causes several problems, and one of the problems is high illiteracy. Some children from age 8-9 years old who are already in grade 3 elementary school are not yet fluent in reading and writing.

The situation above occurs due to several factors such as lack of parental attention to child development. In addition, the environment of the coastal area which is dominantly harsh and rough, as well as the lack of educator makes the problem more complicated. Children who deserve to get proper education, in fact they are still stumbling in reading and writing at their age.

The author decides to provide literacy training in Pamayangsari hamlet for early childhood based on the problem above. This service is in accordance with the Reflect method (Regenerated Freirean Literacy through Empowering Community Techniques) from Paulo Freire. This method plays a very important role in the empowering process through awareness and action to produce change because individual awareness plays a role in changing attitudes and behavior (Harahap et al., 2021, p. 53).

The author optimizes mosques, madrasas and Islamic boarding schools as the center of community activities and the development of the quality of the community as a place to conduct literacy training programs in addition to other activities including dawn lectures, joint community service and afternoon recitation. These activities are an effort to improve the quality of the community for the better.

METHOD

The approach used in this article is a qualitative approach descriptive method. This research aims to describe and understand phenomena in society that are considered social deviations, using a qualitative descriptive approach. This approach focuses on analyzing and clarifying the phenomena that occur in society. By using qualitative descriptive methods, this research aims to investigate and solve problems that arise based on facts observed in society.

According to Creswell, descriptive-qualitative methods belong to the post-positivistic research paradigm. This paradigm assumes that knowledge is speculative and not sourced from a particular view. The research process in this paradigm involves making claims that are then narrowed down to claims that are more solid in truth. Knowledge is influenced by data, evidence and logical considerations. Research must be able to produce relevant and accurate statements. Objectivity is a key aspect in this research, which uses a qualitative approach with descriptive methods (Creswell & Creswell, 2012). (Creswell & Creswell, 2022)..

Respondents in this study were children aged 6-12 years totaling 10 people. The research lasted for three weeks. On the first to the fifth day, observations were made to all the children of Pamayangsari hamlet. Observations were made by visiting the elementary school, watching the children during the morning lecture and evening recitation, asking directly to the teacher and the method by inviting the children to the post for observation by asking letters and simple words. On days 6-19, the implementation of letter teaching began. On days 20-21 is the program evaluation stage.

The presence of service providers is an essential requirement, because the role of service covers various functions including observation, planning, data collection, event analysis, and reporting the results

of service. The presence of the servant in this service activity is a key element that is directly involved in interaction with the subject during the implementation of the service, according to the predetermined schedule. The main purpose of the servant's presence in the field is to obtain accurate and valid data, so that there is no intervention that can affect the response of the subject, which can result in inaccurate information. In the context of this service, the servant is directly involved in field exploration to obtain all the necessary data.

Data was collected using participatory observation techniques as well as in-depth interviews, accompanied by data analysis to ensure validity and in-depth understanding. All information collected was verified using a data triangulation process to ensure accuracy and reliability.

RESULT AND DISCUSSION

The implementation of this service is carried out in three stages from planning or observation, implementation to being closed by evaluating the program implemented. Starting with the planning or field observation stage by looking at the situation and social conditions of the community in the area where community service is carried out. Precisely in Cikawungading Village, Pamayangsari Hamlet. This observation activity is carried out by community service participants by interviewing the local community and looking at social religious, socio-cultural and local economic aspects. The need for this observation is to provide an initial picture with sensing so that the implementation of the service will be easy and right on target according to the needs of the field. (Khasanah, 2020, p. 25).

After obtaining sufficient sources about the target object, community service participants compiled several designs that would be implemented to the needs of the community. It was found that groups of people from among children aged 6-12 years could not read and write fluently. So with these findings, community service participants designed a program that could alleviate illiteracy or illiteracy in Pamayangsari Hamlet. The community service participants used the REFLECT method as one of the ways to alleviate illiteracy there. Reflect is one of the methods used to raise awareness with empowerment, awareness and action so that a more advanced change occurs with the teacher as the center in the teaching process. (Sumardi, 2008, p. 108).



FIGURE 1. The process of alleviating illiteracy at Posko, Mosque and Madrasah.

During the implementation, the community service participants empowered the community in general. This is done to see the extent of illiteracy that occurs in the field. This empowerment process is carried out with a social approach in mosques and madrasas around Pamayangsari Hamlet. With the activation of activities in mosques and madrasas, many people come to participate in programs that have been launched by community service participants. *Empowering* is one of a series of REFLECT methodologies carried out with mutualism between two parties (clients and implementers) to provide changes for the better. (Bahri, 2013, p. 29). This empowerment is also carried out so that beneficiaries have the widest possible opportunity to exchange experiences and develop their capacity by being able to fully interact with the tutors (Puspitasari et al., 2013, p. 29). (Puspitasari et al., 2023, p. 721)..

Furthermore, after the first program was well implemented, the community service participants continued in the second stage, namely *awareness*. In this second stage of the program, the community and children aged 6-12 years are given education about the importance of reading and writing skills. This certainly supports their future and the future of the family, seeing the social conditions of the community there, which is an average livelihood as a fisherman, there is an assumption that education is less important. So that public awareness about guarding the quality and results of children's education is not well considered. In fact, education is an investment in the future and the basis for a person to change the status of social strata when he or she is different in the social environment. (Rasyid, 2015, p. 572).



FIGURE 2. Simple competitions and activities to encourage the children on the sidelines of the illiteracy eradication program.

In the process of implementing this community service, children also provide other education so that learning to read and write is not boring. With the position of the area on the seacoast, it is easy for community service participants in Pamayangsari Hamlet to create simple activities that can make children more enthusiastic in following the learning program that has been made. In addition to the simple activities created, there are also several competitions to encourage children and the people of Pamayangsari Hamlet and Cikawungading Village. Among them are the competition of tahfiz qur'an, adzan, coloring, volleyball, badminton and tausiyah events. None other than this is done because in education a system is known that education must run smoothly, not too rigid and not too weak, with the existence of educational things from other methods can be an alternative learning process.



FIGURE 3. Community social activities to the people of Pamayangsari Hamlet

The last program carried out is *action*, which means the process of the core teaching to alleviate illiteracy and illiteracy carried out at the community service post. This activity is carried out in the morning from eight o'clock and in the afternoon at four o'clock. This process is adjusted to the schedule of children who still have an official schedule from school. This activity is in the form of tutoring with a teacher-centered teaching method using paper and stationery. Children who come are ready with their own

equipment. The initial method given is the introduction of letters by writing the letters and then copied by the children.

The next stage is to combine letters into simple words whose pronunciation is easy to remember with the syllable strategy. The syllable strategy is a method that begins the teaching of beginning reading by presenting words that have been assembled into syllables, then the syllables are assembled, the last stringing words into sentences. At this stage, beginning reading instruction begins with the introduction of syllables such as "ba, bi, bu, be, bo, ca, ci, cu, ce, co, da, di, du, de, do, fa, fi, fu, and so on". After the introduction of the syllables, the syllables are assembled into words such as "ma ta, ka ya, ta li, gu la, and so on". After being assembled into a new word, the syllables can then be assembled into a meaningful sentence such as "za ki ca ri ce la na". (Furoidah & Rohinah, 2019, p. 519).

At this stage, key words that are close to the children are introduced based on problems encountered in everyday life. The key words are selected from a variety of alternative words proposed by the children, then the words that have been selected are used to provoke critical thinking, from the beginning of the activity to the end of the learning activity. Here the author includes the progress of developing children's reading skills in the table below:

No.	Child's Name	Early Reading Proficiency	Reading Ability After Implementation of Reflect Method
1.	Nendi	Stumbles in remembering letters both vowels and consonants.	Start to remember and distinguish similar letters such as "b" and "d" and connect several syllables into a word.
2.	Damara	It is easy to forget in learning, so consistency is needed in the process of memorizing letters.	Able to name the appropriate letters when shown and able to write them well.
3.	Cindy	Already know the letters, but in writing, spelling must be done before writing can be smooth.	Able to write fluently without any letter-by-letter spelling process to write a word or sentence.
4.	Arka	Does not recognize letters at all and has not practiced his writing skills.	Able to recognize letters from a-z as well as write them.
5.	David	Does not recognize letters at all and has not practiced his writing skills.	Able to recognize letters from a-z as well as write them.
6.	Aulia Nur	Not yet fluent in naming letters and must read with spelling	Starts reading fluently without spelling and is able to name the alphabet from a-z well.
7.	Delisa Nurul	Only recognizes the vowels a, i, u, e, and o and cannot read yet.	Has recognized all the letters both vowels and consonants and gradually started to spell the combination of vowels and consonants.
8.	M. Wildan	Has begun to read fluently but when given long passages still struggles.	Able to read long texts well and fluently at 200 words per minute.
9.	Arjuna	Not yet fully familiar with letters, must be guided a lot in writing a sentence.	Already recognize all letters from a-z, then in writing no need to be guided in spelling.
10.	Akmal	Only partially memorized vowels and some consonants, always reversed when writing similar letters such as "b" with "d", "m" with "n" and "p" with "q".	Have memorized all the letters, then in writing letters there is no confusion and can write them quickly without spelling per letter.

The last stage of this community service is evaluation, which is a systematic process about the benefits or usefulness of an object. (Febriana, 2021) The evaluation activities carried out are in the form of seeing the success of the object in getting changes from the process that has been passed. Evaluation activities carried out after this community service are also seen as the success of the benefits for the community by seeing the enthusiasm and satisfaction of the parents that their children are getting smarter. In addition to systematic evaluation through the program, evaluation is also carried out in the form of assessment in the form of testing children's abilities by giving simple questions related to letter literacy. This is to see the cognitive standards of children from the results of the program being run (Muryadi, 2017).

Some of the author's notes in carrying out the reflect method in alleviating illiteracy in Pamayangsari Hamlet are that it should provide entertainment and games in between learning so that children do not lose focus in the learning process. Children will easily focus if simple games are inserted in every lesson, or by watching movies such as cartoons and movies that are suitable for their age.

CONCLUSION

The community service program carried out for one month has succeeded in providing benefits to the local population. One of them is community empowerment in social and religious activities. Through the optimization of mosques and madarasahs around Cikawungading Hamlet. Children who had rarely been active in social and religious activities finally began to be interested and preferred to prosper the mosque. Of course, this also builds a much better human character than before. Despite the intensive education and teaching provided, the results were felt by all levels of the local community. The success and success of the illiteracy eradication program which is the main program can also be carried out well. It can be seen from the report that the action taken to eradicate illiteracy in Pamayangsari Hamlet has a good impact on the children there. With the Reflect method used as a reference, this activity can be carried out well, it can also be seen that the children who get the training get new skills regarding literacy in the form of reading 200 words per minute and no longer need the spelling process in reading.

The collaboration between the local community, stakeholders and community service participants is quite good. So that the results are satisfactory and can be continued to other comprehensive programs. The integration of social and religious values is one of the important factors in building civil society in rural areas. Cikawungading Village is one of the villages where the potential for collaboration between the local government and the community and migrant communities is well utilized. So that human development in terms of education and quality of life can be done as early as possible, especially for children during the learning period.

ACKNOWLEDGMENTS

We would like to express our deepest gratitude to the parties involved in this community service process. First, there is STIABI Riyadul 'Ulum as a higher education institution that has provided an opportunity to carry out this program well. Second, we would like to thank the lecturers including the head of the Research and Community Service Institute (LPPM) Mr. Syarif Hidayat, M.Pd., then to Mr. Ami Abdullah Fahmi, M.Pd. as a field supervisor who has always mengaping and listening to the complaints of the community service participants in order to achieve the objectives of this program.

Not only that, we are also grateful to the entire range of STIABI Riyadul 'Ulum institutions that are always present in the process of research and service being carried out. Thanks to the presence of the institution as a bridge from the process of implementing community service and research in this community, it is easy for researchers to get any access in the research process. In addition, we also express our gratitude to the Cikawungading Village government, thanks to whose cooperation the researchers who stayed several weeks in Pamayangsari Hamlet could be accepted by the community and

get comfort in doing activities there. Of course, such good cooperation makes the research process easy and effective. We hope that the cooperation that has been carried out can be sustainable and provide significant benefits for the progress of Cikawungading Village and the welfare of the community there. Finally, we would also like to thank and congratulate the researchers from group 6 who have carried out community service and research in this community well and wholeheartedly. The collaborative spirit that has been built in this research process may be a reward and also benefit in the future.

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