Implementation of Literacy Learning for Students in Increasing Interest in Reading in The Matja Bhaca Community

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Abstract

Literacy culture can provide direction and guidance to create a broad-minded society. The Matja Bhaca Community is a forum for the young generation and the community to work together to foster a culture of literacy and develop an interest in reading in Majalangu Village and its surroundings. The focus of establishing this community is to create people who like to read, are creative and can work to advance literacy in Indonesia. The aim of the research is to describe the implementation of literacy learning and the obstacles and solutions to literacy learning for students in the Matja Bhaca Community. This research is a type of qualitative research. The research subjects were students in the Matja Bhaca Community. The location used as the research site is the Matja Bhaca Community, Majalangu Village, Watukumpul District, Pemalang Regency. The collection technique was carried out using observation, interviews and documentation techniques. The data validity techniques used in this research are source triangulation and engineering triangulation techniques. The results of this research show that the implementation of literacy learning has an impact on improving the reading, writing and *public speaking skills* of students in the Matja Bhaca Community. Students can communicate well, are more confident in presenting their work both orally and in writing. Obstacles in implementing reading, writing and *public speaking literacy learning* in the Matja Bhaca Community are difficult learning schedule adjustments, literacy still seems unpleasant for students, students' attitudes change, and inadequate facilities and infrastructure. Solutions that can be used include planning a flexible learning schedule, always involving participants in choosing material or topics, providing emotional support and teaching concentration management, creating intensive but effective learning sessions, and gathering support from related parties to improve learning facilities.

Keywords: literacy learning, reading ability, matja bhaca

INTRODUCTION

Literacy in Indonesia is still relatively low, data from UNESCO stated that Indonesia is in second place in terms of world literacy, which means that people's interest in reading is very low. Only 0.001% of Indonesian people are interested in reading, meaning that out of 1,000 Indonesians, only 1 person likes to read. (*PISA 2018 Results (Volume I)*, 2019)results show that

the literacy skills of Indonesian students still need to be improved. Indonesia is ranked 62nd out of 70 countries that have low literacy levels, according to a survey conducted by *the Program for International Student Assessment* (PISA) in 2019. The reading and writing skills of Indonesian people are still very limited and very worrying even though literacy is the most crucial thing. in life. Literacy is basic knowledge and/or competencies that a person must have according to the context of society's needs and current developments (Nugraha & Octavianah, 2020) "Recognizing *the importance of unlearning emergent literacy skills in preschool – aged children is fundamental for their academic development"*(Gibson et al., 2021). This means that literacy is fundamental and a necessity for preschool children and is useful for their academic development. Literacy skills for children are very important for the development of literacy abilities in later life and school success (Valcárcel Jiménez et al., 2024). This opinion is in line with(Conica et al., 2023) that literacy skills for children are very important for early academic performance and success later in life.

"Literacy skills provide opportunities to build society to face the global changes" (Arbarini et al., 2021). This means that literacy skills provide opportunities to build society to face global changes. In fact, literacy is very important for everyone and all ages. It is important to strengthen the road map for literacy cultivation to provide direction and guidance to create a broad-minded society. Various efforts have been made by the government to increase the literacy of the Indonesian people. The government is currently strengthening literacy through three programs, namely the Family Literacy Program, the Education Unit Literacy Program and thirdly the Community Literacy Program.

Literacy skills are mental abilities that support the ability to read and write well, these abilities include listening, speaking and writing (Verlumun Celestine et al., 2022). Literacy is the quality or ability of an individual to understand information when carrying out the reading and writing process. Literacy ability is part of a person's ability to use reasoning (Ekowati et al., 2019). The ability to reason is of course very useful for life, one of which is to be able to face the problems experienced so that with the reasoning you have it is hoped that you can solve a problem. The ability to read the beginning is very important for primary school students to understand and master the learning material at the next level, as well as to pronounce the written text with the correct accent (Nafisah & Yulisetiani, 2023).

It is important to improve literacy skills so that someone can apply concepts in everyday life and interpret information well, so interactive learning media is needed to support this(Afifah et al., 2023). The ability to process and understand through the process of reading and writing is literacy. A person is said to have literacy skills if they have acquired basic language skills, namely reading and writing (Fahrianur et al., 2023). Literacy skills play an important role for individuals to be able to communicate effectively and easily to obtain knowledge. " *The more people read, the more knowledge, creativity and imagination people have, people find it easier to pour various ideas for writing, with good language, so that one's writing is more pronounced* " (Rintaningrum, 2019) which means that someone reads more and more then gaining knowledge will give rise to imagination and create creativity, therefore it will be much easier for someone to get ideas for writing in good language that is easy to understand. The habit of reading and writing should be developed because this habit will become an investment for life.

In essence, a person's literacy abilities are not always the same, some are low and some are superior. Therefore, it is necessary to instill literacy activities from an early age. Students' literacy abilities can be seen from the success of the students' learning outcomes. Learning activities can be said to be successful if the techniques and methods used are appropriate and attractive to students, where students can process to improve their competence through learning (Lilawati, 2020). The use of inappropriate techniques and methods will have a big impact on success, apart from that it will also cause monotonous learning. This can also happen because an educator does not evaluate the learning carried out, because if he carries out a self-evaluation, educators can find out what makes learning it is monotonous in terms of teaching methods, less interactive and less interesting and creative media.

There are several ways to improve literacy, namely by building reading habits, discussions, and using technology as a source of information. Efforts to increase literacy require continuous time, therefore implementation requires a supportive environment and continues to involve

several parties such as parents, educators and even the community. The role of parents is one of the strongest predictors of children's literacy development (Braham et al., 2018). Parents play an important role in preparing children's literacy skills (Ribner et al., 2020). Parents have the main role as educators at home This can be done by talking about the past and future, providing explanations about logical relationships between concrete objects and events (Conica et al., 2023). The role of parents in increasing literacy should start from an early age, such as introducing books that are appropriate for their age, as a place for discussion and reflection, and providing positive reading experiences. Then the role of educators in increasing children's literacy is developing children's interest in reading and teaching reading skills. and write. Furthermore, the role of the community is as a place that organizes positive activities related to literacy, for example forming a group to discuss a book so that it can attract students' attention to reading and writing. Currently, many literacy communities have been formed which focus on increasing awareness of the importance of reading and writing. The formation of this literacy community is a breakthrough in increasing the literacy of Indonesian society. Innovative and creative activities will increase students' interest in contributing to strengthening their interest in reading and writing.

Several previous studies that discussed the importance of strengthening literacy through reading, namely by (Fitton et al., 2018) by reading books showed significant results overall and there was a positive effect from reading and increasing literacy skills, this increase was in understanding of vocabulary that had been be read. Then research according to (Arbarini M, Rifai A, 2018) shows that an adequate level of literacy will certainly improve the quality and standard of life. Furthermore, research from (Sa'diyah & Arbarini, 2021) with the title "Children's Literacy Learning Integrated with Life Skills in the TBM Warung Pasinaon Bergas Lor, Semarang Regency", shows that the research results show that children's literacy learning integrated with life skills is not only implemented in Bergas Lor. This learning includes several components: objectives, learning tools/materials, learning activities, methods, learning resources and assessment. The life skills acquired by children include good communication, the ability to express themselves both verbally and in writing, as well as self-confidence in speaking in public, and writing skills, proven by the child having published his written work, namely an anthology book. Supporting factors are competent educators, various reading sources, and extensive management relationships. The inhibiting factors are difficult time adjustments, literacy is not fun for children, children's attitudes change, learning time is not long enough, and infrastructure is inadequate. Then research by (Shen & Del Tufo, 2022) shows that reading books will develop literacy in children and reading books is a form of early literacy that has a big influence in the future,

Then literacy learning in the community, research from (Bariqwulan F, Hidayat D, 2023) with the title "Implementation of the Community Literacy Movement (Glm) Program in Growing Citizens' Interest in Reading in Karang Taruna Ketapang Village". The results of this research show the implementation of the Community Literacy Movement (GLM) Program to increase community literacy interest, especially in Karang Taruna Ketapang Regency. GLM is a program that aims to develop interest in reading as well as a forum for learning, discussing and reviewing books to increase public knowledge. This program is implemented in several ways, such as using stands and social media to involve many people and be interested in participating.

Research from (Naimah Zhahratun Nabilah et al., 2023) with the title "Implementation of the Literacy Program in Increasing Students' Interest in Reading at SDN Unggulan Bontomanai", shows that the method used in the literacy program is reading and writing skills and its implementation has three stages, namely the habituation stage, development stage, and learning stage. At the habituation stage, students are accustomed to reading or being read to books other than textbooks, then discussion activities are held regarding the books they read. At the development stage, literacy practices are implemented to strengthen students' reading skills and improve students' understanding. In the learning stage, students can effectively understand and explain the material presented. The results of the questionnaire survey showed that the literacy program implemented at SDN Unggulan Bontomanai had a positive impact, such as reading becoming a habit for students, the development of the school library, and the development of students' creative, critical and innovative thinking.

The Matja Bhaca Community is a forum for the young generation and the community to work together to foster a culture of literacy and develop an interest in reading in Majalangu Village and its surroundings. This community is open to any community on a voluntary basis. The aim of establishing this community is to create people who like to read, are creative and can work to advance literacy in Indonesia, then to optimize human resources by building villages that like to read and have broad knowledge. To realize this goal is certainly not easy, it requires a continuous process. There are several activities at Matja Bhaca that support increasing the literacy of the Majalangu community, namely literacy campaigns, bhaca halls, free work, matja works, matja trails, friends telling stories and so on.

Based on the results of observations that have been made, the focus of literacy learning carried out in this community is basic literacy reading and writing. Other literacies such as numeracy, scientific, digital, financial and cultural literacy are still being developed. "Because basically, campaigning for literacy still has to be dissected one by one," said Ms. Nefi, founder of Matja Bhaca. Literacy activities in the Matja Bhaca community are not only carried out through general learning activities, but there are also interesting activities to build a culture of literacy. One of them is the Selasar Bhaca activity, which is a reading room in which the form of activity is opening a hall or book stall which includes reading, storytelling, drawing, coloring, writing and lending books for free. This activity was attended by students from elementary, middle and high school levels which was held every Sunday and toured between hamlets in Majalangu Village. Implementing literacy activities at Matja Bhaca is very helpful in increasing students' interest in reading and writing.

The positive activities given to students are a way to encourage students to become individuals who are aware of the world of literacy. However, in practice there are still several obstacles, namely some students who are still less enthusiastic about taking part in activities, then they are shy and students whose literacy is still slow. This is due to the low interest or motivation to learn from students. According to Ms. Nefi as the founder of the Matja Bhaca Community, these obstacles are not a reason to be discouraged, but they are all forms of the process and an encouragement to continue to improve, continue to improve and continue to develop.

The aim of this research is to describe the implementation of literacy learning and the obstacles and solutions to literacy learning for students in the Matja Bhaca Community. Theoretically, this research is expected to increase knowledge and scientific development, especially in the field of Non-formal Education. It can be used as reference material and deeper understanding and can become a collection of scientific works that can be used as a reference for future researchers, especially on the topic of implementing literacy activities. Then practically, the results of this research are expected to provide an overview to several parties such as educators and the community regarding the implementation of literacy activities.

Based on the description above, it can be concluded that literacy learning is very important to implement. Nowadays we certainly need someone who is able to think critically, creatively and is able to solve problems. The existence of the Matja Bhaca Community creates a forum for students to develop their potential, especially in literacy skills, reading and writing, and it is hoped that through literacy learning this will create change and realize the desired results, namely increasing literacy skills. Even though there are still several obstacles experienced, the Matja Bhaca Community continues to provide benefits to students.

METHODS

Based on the problems in this research, the researcher used a qualitative research design. Qualitative research is to explore the phenomena experienced by research subjects as a whole and describe them scientifically. The qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, where the researcher is the key instrument, source sampling is carried out purposively *and* snowballing , data collection techniques are carried out using triangulation (a combination of observations). , interviews, documentation), the data obtained tends to be qualitative, data analysis is inductive/qualitative, and research results emphasize meaning rather than generalization. A

qualitative approach is useful for investigating and understanding the essence of a phenomenon.

This qualitative method is used because adapting this qualitative method is easier when dealing with multiple realities, then the qualitative method can also directly present the relationship between researchers and respondents. The discussion of this research is about the implementation of literacy learning for students in the Matja Bhaca Community. The location used as the research site is in Majalangu Village, Watukumpul District, Pemalang Regency, to be precise, in the Matja Bhaca Community. This research location was chosen by researchers because this community is a community that operates in the field of non-formal education whose focus is on literacy.

The target subjects of this research are managers, educators and students who take part in activities in the Matja Bhaca Community. Other parties in the Matja Bhaca Community can be used as supporting informants who can support the achievement of research objectives. Data sources in research are primary data and secondary data. Primary data was obtained by researchers from observations during students' literacy learning as well as interviews with managers, educators and students who took part in children's literacy learning and other parties involved in the Matja Bhaca Community. Secondary data was obtained by researchers indirectly through intermediary media such as literature which includes educational psychology literature, life skills education literature, learning literature and the factors that influence it, learning strategy literature, language skills, and other literature related to literacy learning.

The data validity technique in this research uses triangulation. Triangulation is used for data collection and analysis of data obtained from various sources. The triangulation techniques that researchers will use are source triangulation and engineering triangulation. Source triangulation, for example, if researchers conduct interviews with educators and students and the answers from both sources are the same, then the data is considered credible/ valid. Then for technical triangulation, the researcher tests the data on the source but uses a different technique but the results are; If the data tested is the same then the data is declared valid.

RESULTS AND DISCUSSION

Literacy is the basic skill of writing and reading which has become a very important requirement. Literacy in general is a person's ability to understand and process information when carrying out the reading and writing process(Fahrianur et al., 2023). Literacy is not just reading and writing, but there are critical thinking skills utilizing knowledge sources in the form of print, visual or digital (Rohim & Rahmawati, 2020). These two opinions are in line because in essence literacy is very useful for someone to be able to think critically.

Literacy can be interpreted as the reasoning ability of every person; this basic thing needs to be mastered by every individual. Because literacy is very useful for social life. Apart from that, with literacy a person will be able to solve the problems they are facing. Literacy is a right for all humans; therefore, literacy should be instilled from an early age. With literacy, it is hoped that someone will be able to develop themselves and be able to create a better quality of life.

Community is a forum formed to jointly realize the goals to be achieved. A literacy community is a forum established for sustainable activities in order to create a society that is literate / loves to read (Syarqawi et al., 2022). The literacy community is a place to work together to grow and develop interest in literacy in students. A literacy community is a means that can be an intermediary or liaison between various types of other literacies through the availability of learning methods or public education such as social services, with the function of expanding the use and function of literacy materials with appreciation of local interests (Saputra, 2018)

The literacy community is an ongoing activity and plays an important role in campaigning for literacy activities. Literacy communities are also a form of effort to improve a person's literacy culture. Considering the importance of literacy for life, both for obtaining information, skills and solving problems, it is hoped that the existence of this literacy community will be able to help increase and develop interest in reading in each individual.

Interest in reading is the main component in building literacy for prosperity. As an initial

foundation that will determine the direction of the movement of reading results that have been taken so far (Rahmawati, 2020). Interest in reading is a force that encourages children to pay attention, feel interested and enjoy reading activities so that they are willing to carry out reading activities of their own accord (Hendrayani, 2018). Interest in reading is someone's attraction to reading. Interest in reading is a determining factor that contributes to reading behavior (Amelia V, 2023). Reading is the main component of language for lifelong learning for students (Irnanda et al., 2022). Reading is *a* receptive skill in understanding written language. Thus, being receptive is not just reading written language but also understanding it (Akib M, Wael A, 2022). Reading is also the beginning to increase students' awareness of phonemics or the sound of words and spoken language (Towell et al., 2021). If someone reads without interest then the reading activity is not done wholeheartedly, but if on the contrary then that person certainly reads wholeheartedly (Ruslan, Wibayanti, 2019).

The driving force for reading interest is the ability to read, and the driving force for the growth of reading culture is the reading habit (Rohim & Rahmawati, 2020). Therefore, by implementing reading habits from an early age, the development of a reading culture will be embedded. (Wang et al., 2020) stated that independent reading is correlated with reading ability. Each individual will master and understand knowledge correctly, improve skills and abilities to move up to a higher level starting from literacy skills Musaddat and Marhaeni in (Suminar et al., 2021).

In simple terms, learning implementation can be interpreted as the implementation or application of learning. Learning is a complex activity, where it is not just the transfer of knowledge or just giving a message to students, but learning is a competent activity that creates conducive, inspiring, challenging, and enjoyable learning (Shofwan et al., 2019). In general, the implementation of learning is an activity that has educational value, and this educational value provides interactions that occur between educators and students. Implementation of the learning process is a process that is arranged with certain stages, in order to achieve the expected results. The stages of learning activities include initial activities, core activities and closing activities. The implementation of learning is a set of steps that have been arranged to achieve the expected results. The learning process must include planning the learning process, implementing the learning process, and assessing learning outcomes.

Learning planning is every plan made by the teacher to carry out teaching and learning process activities by coordinating teaching components so that the direction of the activity (goals), the content of the activity (material), the way of delivering the activity (methods and techniques) as well as carrying out evaluations to find out how far where the material delivered to children is successfully achieved. In line with the opinion of (Shofwan et al., 2019) learning planning can be interpreted as preparing a process for using approaches, learning methods, as well as techniques and tactics to achieve learning in accordance with the objectives or expectations. It can be concluded that planning is a process at the beginning before carrying out learning, such as identifying needs and designing activities to be used to achieve the goals to be achieved.

Implementation of learning is a process in which there are activities and there is reciprocal communication between teachers and students and activities take place in educational situations to achieve learning goals (Aini, NS., 2022). Students will be motivated if the materials the learning or materials used are appropriate with their needs. In this activity there is learning that involves the relationship between educators and students to provide and receive information and hope that this activity can be useful and increase sustainable insight. By creating a conducive learning environment, the implementation of learning will be realized well, in essence, the description of the learning atmosphere can influence students' learning (Ginting, LG., 2021)

Evaluation, a systematic, comprehensive process which includes measurement, assessment, analysis and interpretation of information/data to determine the extent to which students have achieved the learning objectives carried out, with the aim of knowing the level of success of an educational program. The general aim of learning evaluation is to collect information that will be used as evidence regarding information about the development or progress that students have experienced after following the learning process within a predetermined period of time (Shofwan et al., 2019). So, the evaluation stage needs to be carried out because evaluation is an important

stage to be able to determine the level of success of the learning implementation.

Implementation of Literacy Learning

The Matja Bhaca Community is a community for youth and society to work together to maintain literacy and grow interest in reading in Majalangu Village. Literacy stimulation should be given from childhood at an early age stage (Solichah et al., 2022). Therefore, this community is a bridge to increase literacy among students. Literacy skills are children's ability to hone critical, creative and collaborative thinking to solve problems in their daily lives (Hidayah et al., 2023). The aim of forming the Matja Bhaca Community is to grow people who enjoy reading, being creative and working in literacy, especially in Majalangu Village. Then optimize human resources through the growth of villages that enjoy reading and have broader knowledge. Implementing these goals requires synergy and of course a continuous process.

Based on the results of research conducted by researchers through observations and interviews, the focus of literacy learning carried out in this community is basic literacy reading, writing and public speaking (public *speaking)*. There are three stages in the process of implementing literacy learning in the Matja Bhaca Community, namely planning, implementation and evaluation.

Planning

Planning is a main idea expressed in writing, the contents of which are thoughts to achieve the goals that have been set (Agistia et al., 2021). Learning planning is a process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts that will be carried out effectively and efficiently in achieving learning objectives (Shofwan et al., 2019). The application of literacy learning includes reading, writing and public speaking skills at the Matja Bhaca Community, involving several basic aspects including learning objectives, learning materials, techniques, facilities and infrastructure, and learning resources. The aim of learning literacy in reading, writing and public speaking is to arouse interest and introduce the importance of literacy, introduce useful activities, provide insight into careers in writing and public speaking, increase students' self-confidence, and develop skills. student communication in expressing their ideas and opinions.

Learning materials in literacy learning for children in the Matja Bhaca Community include integrated life skills, including learning to read, write and speak in public, which are based on daily events that are perceived as mere events, events or memories that cannot be forgotten. Daily activities that originate from one's own experience or the experiences of others. The choice of literacy learning materials for reading, writing and public speaking is tailored to the needs of students.

Techniques for teaching literacy in the Matja Bhaca Community involve demonstrations, active roles, discussions and exercises. Educators or volunteers provide lessons and explain the learning topic, often also carrying out demonstrations to explain the material. For learning techniques, the focus is more on using discussion techniques, because with discussions students will be involved in learning. Discussion-based learning better encourages creative thinking (analyzing and evaluating information), an independent learning attitude, and interest in the subject (J. Y. Lee et al., 2023). Then also active role techniques such as storytelling also really help students to accept learning more easily. Because basically children like learning that is packaged in a fun way. In accordance with (J. Y. Lee et al., 2023) opinion, in short, for every child to learn well and reach their maximum potential, learning must be done in a fun way.

The facilities and infrastructure needed are a laptop, microphone, loudspeakers, markers, writing utensils, and reading materials or paper. Teachers use these devices to present lesson material, while students or children use writing tools to record the information provided in learning to read, write and speak in public. Then it is also related to the place of implementation, namely that it is held with a corridor or open space concept. This is intended to differentiate between learning at school, namely indoors, and in the Matja Bhaca Community, the concept is learning outdoors. Limited infrastructure does not reduce the enthusiasm to continue implementing literacy learning for students.

Learning sources in developing reading, writing and public speaking literacy learning in the Matja Bhaca Community come from literature, the surrounding context, and the experience of volunteers or educators. In accordance with what was stated by (Koffeman & Snoek, 2019) that there are three types of learning sources, namely social context, practice and theory. The source of social context learning is that educators collaborate with other educators to observe each other's experiences. Furthermore, practice is a learning resource based on personal experiences experienced by educators and distributed as a learning resource to students. The theoretical learning source that is widely used is to add new insights. With the development of technology, there are currently many learning videos that are easily accessible on the internet via mass media platforms. These learning resources are adapted to the needs of the learning topic to be implemented.

Implementation

Implementation of learning is a process of interaction between educators and students to provide knowledge with the aim of increasing broad insight, as well as educating related to personality and developing students' potential (Shofwan et al., 2019). The implementation of literacy learning in the Matja Bhaca Community focuses on providing encouragement or motivation to students or children in the learning process. The iterative learning process motivates students effectively by increasing self-confidence and interest, which are precursors of learning engagement and achievement (Eccles & Wigfield, 2020). Learning consists of teaching material by educators to students to achieve changes in behavior and knowledge. Students tend to apply the material learned after completing learning and assignments with a sense of motivation.Learning consists of teaching material by educators to students to achieve changes in behavior and knowledge. Students tend to apply the material learned after completing learning and assignments with a sense of motivation.

Students will increase their perseverance in following the learning process, and thanks to this encouragement, they will achieve results and feel the benefits after completing the learning. Motivation is an important prerequisite for the success of the learning process and is indispensable for academic achievement, lifelong learning, and thus, active participation in society (Held & Mejeh, 2024). After motivation is given at the start of learning, the educator will explain the material followed by a question and answer session, then students will practice creating works. After completing the work, students will read their work in front of educators and other colleagues. Activities for learning public speaking skills are also not much different from learning reading and writing. For example, students are given material about writing poetry, then after writing poetry, of course the poetry must be read in front of educators and other colleagues. By reading this work, students have also practiced public speaking well. The material is delivered by educators then followed by questions and answers, practicing and performing, so that children can learn to speak in public.

Learning shows that the skills required for success in today's global society have expanded to include mastery of language, communication, confidence, collaboration, and critical thinking are also required. (Nasir et al., 2021). Literacy learning in reading, writing and public speaking is taught at a basic and simple level, such as writing poetry and writing down daily activities or short stories. The forms of public speaking that are emphasized are presentation training, the ability to speak in public, courage in expressing oneself, effective speaking, and the ability to be a presenter at least in the school environment. The principles of writing in children's literacy learning are the practice of using writing patterns, developing ideas, controlling writing, and emphasizing writing skills that are original, flexible, fluent and useful. The use of technology is also part of learning to write, by providing a writing publication *platform* to motivate children to write. Literacy learning to read, write and speak in public at the Matja Bhaca Community places more emphasis on practice and provides motivation and appreciation after children have finished creating their work.

Evaluation

Evaluation is a series of activities to obtain, analyze student learning processes and outcomes which are carried out systematically and continuously regarding the stages that have been achieved by students through learning activities to produce decisions (Safitri et al., 2020). Therefore, if teacher support helps assess students' control, it will also have a positive impact on students' self-efficacy(Lee & Tseng, 2024). The application of assessment in the implementation of literacy learning in the Matja Bhaca Community is held at the end of the learning session after students submit their writing results. The assessment aims to measure the extent to which goals have been achieved in the teaching and learning process, the obstacles faced, and the collaboration of all parties involved. The assessments carried out at the Matja Bhaca Community are not the same as formal institutions in general which use a number-based assessment system. The assessment method applied in the Matja Bhaca Community is by examining students' writing results. Then an evaluation is carried out on things that need to be improved, although according to the educators or volunteers who teach, they do not carry out assessments directly or openly because they appreciate the children's efforts in writing.

Public speaking learning assessments are carried out after students practice public speaking skills, followed by providing input by volunteers or educators about areas that need improvement. Meanwhile, evaluation of the writing aspect includes evaluation of the substance of the story, use of language, and the delivery of ideas from the student's work, including an assessment of the neatness and clarity of the child's handwriting because their story was written independently.

Assessments are often carried out at the end of learning, but if the learning is carried out outside of the schedule or lasts for several days, the evaluation is scheduled for the following day. The evaluation results in the Matja Bhaca Community take the form of verbal communication from educators or volunteers after students have appeared in front to read their work. After the evaluation is carried out by educators and students understand what is necessary in the evaluation, it is hoped that children will improve their work. Student assessment involves educators and Matja Bhaca Community managers.

Improvement in Reading Ability After Literacy Learning

This increase is the result of learning obtained by students. Learning outcomes are feedback after someone carries out the learning process, by studying seriously you will get optimal learning results (Watini, 2019). Children experienced significant improvements after taking literacy lessons in reading, writing and public speaking. They demonstrate better communication skills in various situations, such as at home, school, and society. They are also able to express themselves more fluently both verbally and in writing, have greater courage to appear to speak in public, and master writing skills. Learning outcomes involve changes in individual behavior in various aspects such as cognitive, affective and psychomotor, which develop through sufficient experience and time.

Behavioral change is influenced by "personal factors", such as self-efficacy and outcome expectations, which are activated when individuals feel capable of carrying out the desired behavior and anticipate positive outcomes (Wong & Monaghan, 2020). Students experience changes in behavior and skills. Students gain very important benefits from literacy learning for their future. The importance of learning literacy in reading, writing and speaking in public is the key to processing, accessing and conveying information and knowledge recorded in writing. This literacy learning activity must of course be held on an ongoing basis to obtain maximum results. Continuous growth in this area results in the achievement of lifelong learning skills (Tachie-Donkor & Ezema, 2023). Thus, the ability to read, write and speak in public is an important foundation for implementing literacy efficiently and effectively.

Constraints and Solutions for Implementation of Literacy Learning

The implementation of literacy learning in reading, writing and speaking skills in the Matja Bhaca Community faces several obstacles, namely (1) difficulty adjusting the schedule, (2) lack of literacy appeal for students, (3) fluctuations in children's moods, (4) long duration of learning. limited to reading, writing and speaking in public, as well as (5) limited facilities. Solutions that

can be applied to overcome obstacles to implementing literacy learning in reading, writing and speaking skills in the Matja Bhaca Community include (1) Developing a flexible learning schedule by considering students' activities, (2) inviting them to be involved in selecting the material or topics they want to learn to increase their involvement, (3) provide emotional support and recognition of children's mood swings and teach them how to manage concentration so they can stay focused while studying, (4) organize intensive but effective learning sessions with a focus on high-impact activities as well as carrying out repeated exercises, (5) gathering support from related parties to improve learning facilities, such as providing books, writing equipment and a comfortable place to study.

CONCLUSION

Regardingresearch that researchers have conducted in the Matja Bhaca Community regarding the implementation of literacy learning in improving students' reading skills, it can be concluded that the implementation of literacy learning has an impact on improving reading, writing and *public speaking literacy learning.* Students can communicate well, are confident both verbally and in writing, and have more courage to appear to speak in public. Obstacles in implementing reading, writing and *public speaking literacy learning* in the Matja Bhaca Community are difficult schedule adjustments, the world of literacy is not yet a pleasant thing for students, students' attitudes change, and infrastructure is inadequate. Solutions that can be used include planning a flexible learning schedule, always involving students in choosing material or topics, providing emotional support and teaching concentration management, creating intensive but effective learning sessions, and gathering support from related parties to improve learning facilities.

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