



School Literacy Movement in Penujak Village, Central Lombok Regency (Community Service)

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Received: July 25, 2025

Revised: August 29, 2025

Accepted: September 22, 2025

Published: September 30, 2025

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DOI: [10.29303/ujcs.v6i3.1147](https://doi.org/10.29303/ujcs.v6i3.1147)

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Abstract: The School Literacy Movement in Penujak Village, Central Lombok Regency, is discussed in this article. The goal is to increase children's literacy and reading interest in seven Elementary Education Schools (SD) in the Penujak Village Cluster, the target of this socialization is Principal and Teachers, as well as village libraries in the community are all involved in creating a sustainable literacy culture through a participatory approach and collaboration of this activity. This service was carried out with a work shop model socializing the school Literacy Movement with resource persons from lecturers, practitioners and village library managers. The basis for this community service is to see the achievement of literacy and numeracy indicators on the last two years of education report cards which show that several schools have experienced a decrease in achievement. These findings show that the implementation of literacy and numeracy programs needs to increase the involvement of the community and parents as well as village libraries in education while improving students' reading skills. The obstacles that must be overcome include problems such as lack of resources and infrastructure as well as collaboration between stakeholders. To strengthen the literacy and numeracy movement in hamlets, this article suggests that additional assistance with facilities and infrastructure is needed from the government, village libraries, and other non-governmental organizations.

Keywords: Literacy Movement, Numeracy, Community Education.

Introduction

Literacy is a fundamental skill that is essential for individual and community development. The knowledge and skills of 15-year-old students in reading, science, and mathematics are evaluated by the Programme for International Student Assessment (PISA). The assessment looks at how well students can think critically, solve complex problems, and communicate. It provides information on how well the education system prepares students for success in the real world and for the future. In 2001, Indonesia participated in PISA for the first time. Policy makers and educators in Indonesia can gain insights from the policies and practices of other countries by comparing results globally (OECD, 2023). The average results for science, mathematics, and reading in 2022 were lower than in 2018. Overall, the 2022 scores in all three disciplines were the lowest ever recorded by PISA,

comparable to science scores in 2006 and reading and mathematics scores in 2003. Even if the results of some previous assessments were better than in the early years, these improvements were offset by the decline seen since 2015. The gap between students with the highest scores (the top 10%) and those with the lowest scores (the bottom 10%) narrowed during the most recent period (2018–2022) in mathematics, while science and reading saw no significant change. High-performing students in mathematics deteriorated, while low-performing students remained largely unchanged. The number of children scoring below basic proficiency (Level 2) increased by five percentage points in mathematics, by 19 percentage points in reading, and remained relatively unchanged in science compared to 2012.

Indonesian students performed worse in science, mathematics, and reading than the OECD average. Compared to the average for OECD countries, fewer students in Indonesia performed at the highest levels

How to Cite:

Mohamad Mustari, Sudirman Wilian, Heri Hadi Saputra, Syarifuddin, & Fahrudin. (2025). School Literacy Movement in Penujak Village, Central Lombok Regency (Community Service). *Unram Journal of Community Service*, 6(3), 641–646. <https://doi.org/10.29303/ujcs.v6i3.1147>

(Level 5 or 6) in at least one subject. However, fewer students than the average for all OECD countries reached the minimum proficiency level (Level 2 or higher) in all three courses. Only 18% of Indonesian students achieve at least Level 2 competency in mathematics, which is much lower than the OECD average of 69%. At a minimum, these students can understand and comprehend how real-life scenarios can be expressed mathematically without explicit guidance (e.g., comparing the total distance through two alternative routes, or translating prices into different currencies). In descending order of share, over 85% of students in Singapore, Macau (China), Japan, Hong Kong (China)*, Chinese Taipei, and Estonia perform at this level or higher. (OECD, 2023).

Indonesia has participated in PISA several times but remains below other countries in Asia.

In today's information age, reading and writing skills are key to accessing knowledge and participating in social life. The policies of the Ministry of Primary and Secondary Education and the provincial and district/city governments prioritize the strengthening of character education. This is no exception at the rural level, one example being Penujak Village in Central Lombok Regency, which faces various social and economic challenges and requires a strong literacy movement to improve the quality of education and community awareness. The results of the last two years' literacy and numeracy achievement indicators in the village show a decline in achievement in seven elementary schools, ranging from good to moderate to poor.

Penujak Village has a large population, but its literacy and numeracy rates are still relatively low. Many children in this village do not have adequate access to facilities and infrastructure, including books and other learning resources. This has been discussed previously: (1) Indonesian education has undergone systemic changes, and the educational landscape in urban and rural areas is different. In cities, learning facilities are more complete and information is more easily accessible to both teachers and students. In contrast, many schools in villages still have substandard teaching facilities. (2) Educators face difficulties in implementing the curriculum and in educating students in a way that produces high-quality results. (3) The main tactic for improving education standards by 2035 is an individual learning policy. (Jayanti, Setiawan, Azhari, & Putri Siregar, 2021). Therefore, a literacy and numeracy movement involving schools, families, and communities is needed to encourage interest in reading, writing, and arithmetic. In order to improve the quality of education for every school, the Education Report Card is a platform for reporting the results of educational service evaluations that provides comprehensive data as a

reference for follow-up actions to improve the quality report card compiled by evaluation instruments and processes that focus on student learning achievements (Azzahra & Kurniawan, 2024). The program, called the Education Report Card, provides information about the results of system evaluation reports. Education as an improvement on the previously used quality report cards. The new evaluation policy for the education system places greater emphasis on an integrated system and an orientation towards education quality (Astuti, 2025).

The Education Report contains eight achievement indicators, including literacy, numeracy, character, instructional leadership, educators and educational staff, learning environment, participation of the education community, and programs and policies. This paper discusses the indicators of success in literacy and numeracy achievement from the last two years of elementary schools in the Penujak Village Cluster, as shown in Table 1 below:

Table 1. Literacy Achievement Indicators for 2024 and 2025

No.	School Name	2024	2025	Achievement Details
		Literacy	Literacy	
1	Penujak Elementary	8.33%	100%	Up 91.67% Good
2	SDN 2 Penujak	33.33	76.67%	Increase 43.34% Good
3	SDN 3 Penujak	86.67	63.33%	Decreased 23.34% Good
4	Penujak Elementary	50	33.33	Down 16.67% Poor
5	SDN 5 Penujak	46.15	31.25%	Decreased by 14.90% Less
6	SDN 6 Penujak	47.62	43.33%	Down 4.29% Moderate
7	Mentokok Elementary School	40.91	83.87%	Increased by 42.96% Good

Source: West Nusa Tenggara Provincial Education Quality Assurance Agency 2025

Based on table 1 above, it shows that the literacy achievement indicators over a two- year period in Penujak Village experienced a significant decline from 2024 to 2025, namely SDN 4 and SDN 5 Penujak with achievements of 33.33% and 31.25% of students able to understand the reading context. This needs special attention because the achievement is less than 50% (2025

Education Report), while the other four schools showed good achievements, with one, SDN 6 Penujak, still showing moderate achievements. Of the seven public elementary schools in Table 1, SDN 1 Penujak should be used as a best practice reference with a significant achievement of 100% from 8.33% to 100%, an increase of 91.67%.

In addition, the seven SDN in Penujak Village need intervention from all parties, especially the local government, in accordance with the recommendations from the Education Report as follows:

Literacy skills

- Percentage of students based on their ability to understand, use, reflect on, and evaluate various types of texts (informational and fictional texts).
1. Most students have reached the minimum competency level for reading literacy.
 2. Most students have reached the minimum competency threshold for reading literacy.
 3. 40% - 70% of students have achieved the minimum competency for reading literacy, but more effort is needed to encourage more students to achieve the minimum competency.
 4. Less than 40% of students have achieved the minimum competency for reading literacy; efforts are needed to encourage students to achieve the minimum competency.
 5. Less than 40% of students have achieved the minimum competency for reading literacy; efforts are needed to encourage students to achieve the minimum competency.
 6. 40% - 70% of students have achieved the minimum competency for reading literacy, but efforts are needed to encourage more students to achieve the minimum competency.
 7. Most students have achieved the minimum competency level for reading literacy.

Findings from observations and document studies in this community service provide support for the idea that children can imagine a variety of new multimodal literacy skills in today's digital environment before they begin to learn more "traditional" types of reading and writing literacy in school. However, some pre-service teachers seem to believe that learning digital literacy or multiliteracy before learning to read and write is impossible. It is possible that some pre-service teachers lack the multimodal literacy skills necessary to function in contemporary settings. But compared to the study by List et al. (2020), in which digital literacy was primarily viewed as surface-level ICT skills (), their understanding of literacy is more comprehensive.(Hankala, Kankaanranta, Rousi, Mehtälä, & Merjovaara, 2023).

In addition, as the head of community service, we need to strengthen continuous literacy education involving stakeholders in collaboration with the community library in Penujak, namely the Ulul-Azmi Library, so that their involvement can have an impact on improving the literacy achievements of students at SDN Gugus Penunjak.

In addition to literacy achievement indicators, numeracy also needs attention, as it is one of the assessments in PISA. Arithmetic can be applied to various work activities or a person's involvement as a citizen in community life, according to the book Dian Aswita Pendidikan Literasi: Memenuhi Keterampilan Abad Ke-21 (Literacy Education: Meeting 21st Century Skills) (2022). The numeracy achievement indicators in the Penujak cluster can be seen in Table 2 below:

Table 2: Numeracy achievement indicators for 2024 and 2025

No.	School Name	2024	2025	Achievement Description
		Numeracy	Numeracy	
1	SDN 1 Penujak	58.33	100	Increased by 41.67%
2	Penujak Elementary School 2	30	66.67	Increased by 36.67% Moderate
3	Penujak Elementary School 3	80	73.33	Decreased by 6.67% Good
4	Penujak Elementary School 4	33.33	23.33	Decreased by 10.00% Poor
5	Penujak Elementary School 5	38.46	43.75	Up 5.29% Moderate
6	Penujak Elementary School 6	38.1	40	Up 1.90% Moderate
7	Mentokok Elementary School	27.27	90	Increased by 62.73% Good

Source: West Nusa Tenggara Province Education Quality Assurance Center 2025

Of the 7 public elementary schools in Penujak Village, Central Lombok Regency, three schools experienced an increase in numeracy achievement. SDN Mentokok and SDN 1 Penunjak experienced a very significant increase in numeracy achievement of 62.73% and 41.67% respectively over the two years from 2024 to 2025, with good results. Three schools showed moderate

achievements: SDN 2 Penujak, SDN 5 Penujak, and SDN 6 Penujak, with an average achievement of 14.62%. However, one school had poor numeracy achievement, namely SDN 4 Penujak, which dropped from 33.33% to 23.33%, a decrease of 10%. This numeracy achievement is still below the standard numeracy ability of students. Based on the education report cards of these seven schools, intervention from all parties is needed, in accordance with the recommendations in the 2025 education report cards.

Numeracy skills

The percentage of students based on their ability to think using mathematical concepts, procedures, facts, and tools to solve everyday problems in various relevant contexts.

1. Most students have reached the minimum competency level for numeracy.
2. 40% - 70% of students have achieved the minimum competency for numeracy, but more effort is needed to encourage more students to achieve the minimum competency.
3. Most students have reached the minimum competency threshold for numeracy
4. Less than 40% of students have achieved the minimum competency for numeracy; efforts are needed to encourage students to achieve the minimum competency.
5. 40% - 70% of students have achieved the minimum competency for numeracy, but more effort is needed to encourage more students to achieve the minimum competency.
6. Most students have reached the minimum competency threshold for numeracy.

Method

This community service program employed a participatory and collaborative approach involving schools, village libraries, local government, and the community. The method was designed to strengthen literacy and numeracy skills among elementary school students in Penujak Village through several stages:

1. Needs Assessment
Initial observation and document study were conducted to identify the literacy and numeracy achievement levels of seven elementary schools in Penujak Village. Data from the Education Report Card (2024-2025) were analyzed to determine schools requiring immediate intervention.
2. Planning and Collaboration
The program was designed collaboratively with school principals, teachers, the Ulul-Azmi Village Library, and local government. Best practices from

high-achieving schools were used as models to support schools with lower literacy and numeracy outcomes.

3. Program Implementation

The activities implemented included:

- Strengthening the School Literacy Movement (GLS): Socialization and workshops for school principals and teachers to develop strategies for improving literacy culture.
 - Reading Literacy Assistance: Daily reading sessions at the village library and schools, supported by KKN students, parents, and teachers.
 - Teacher Training: Capacity-building workshops introducing innovative and engaging literacy teaching methods.
 - Literacy Awareness Campaign: Dissemination of information through posters, banners, and social media to raise awareness among parents and the broader community.
4. Community Engagement
Active participation of parents and community members was encouraged to create a supportive home and social environment for literacy development. The Ulul-Azmi Library served as a central hub for reading activities and collaboration.
 5. Evaluation
The effectiveness of the program was measured through follow-up observations, participant feedback, and comparison of literacy and numeracy achievement indicators across schools. Best practices and challenges identified during the program were documented to inform future initiatives.

Result and Discussion

Implementation of The Literacy Movement

1. Strengthening the School Literacy Movement (GLS)
The first activity in this movement is to provide information to school principals and teachers at SDN Gugus Penujak, which consists of seven (7) public elementary schools. We collaborate with the library managed by the Ulul Azmi Foundation as a village library, providing opportunities for students to visit the library and encouraging them to reactivate the libraries in their respective schools. Schools collaborate with village libraries and schools that have good literacy achievement indicators to be used as best practices. The community is expected to assist with the village government's program. The role of school principals and teachers is crucial to the success of literacy and numeracy indicators. The role of managers as school principals is very important in understanding the reasons behind the low levels of

literacy and numeracy in schools (Mustari, 2023). For this reason, a School Literacy Strengthening Movement (GLS) is needed. The results obtained show that students' reading literacy levels achieve greater growth when pedagogical conditions are applied consistently. The results can be used to improve educational programs in schools and create long-term initiatives for the next generation. (Bryakova, Kulaeva, & Yakimov, 2022). The GLS is implemented in line with the government's priority programs.

The implementation stage of the literacy culture management process is one that will determine the success of the program. The planned implementation will produce results that meet initial expectations if everything goes according to plan. (Marmoah & Poerwanti, Suharno, 2022). The implementation of GLS strengthening is also assisted by students who are conducting Community Service Learning (KKN) in Penujak Village with the theme of optimizing village libraries, which is in line with one of the three pillars of lecturers, namely community service.

The implementation of the School Literacy Movement (GLS) socialization was carried out smoothly with great enthusiasm from the participants, making this community service highly beneficial for educational institutions and necessitating continued collaboration between schools, community organizations, and local governments.



Figure 1. Flyer for the School Literacy Movement (GLS) Socialization.

This community service activity was conducted in collaboration with the following speakers: Ahmad Mujitahid, SH, founder of the Penujak Village Library, and Husni Jayadi, M.Pd, Acting Principal of Tanak Rarang Elementary School, which is a best practice in achieving good literacy indicators in 2025.



Figure 2. Together with the Resource Persons for the Socialization of the School Literacy Movement (GLS)

2. Together with Penujak Village KKN students in assisting the Reading Literacy Program

The Reading Literacy Program is conducted daily at the village library and in each school. The aim is for students, teachers, and parents to gather to read selected books from the " " collection and discuss them. This activity not only enhances reading skills but also strengthens community bonds.



Figure 3. School Literacy Movement (GLS), July 8, 2025

3. Training for Teachers

Training for teachers is also held to introduce innovative and enjoyable teaching methods in literacy. Teachers are trained to create an engaging learning environment that supports students' interest in reading.



Figure 4. Participants in the Socialization Session with School Principals and Teachers from the Penujak Village Cluster

4. Literacy Awareness Campaign

School literacy campaigns are held in various forms, such as posters, banners, and social media. This activity aims to raise public awareness about the importance of literacy and their role in supporting this movement. The community or family environment can feel the success of the literacy program because students, parents, and teachers observe that students become more interested in reading and their reading habits become more common at home and at school. (Commons, 2023).

Benefit

After the implementation of this literacy movement, there was an increase in reading interest among students in Penujak Village. Many students began actively searching for books at the Ulul-Azmi library in Penujak Village and sharing their reading experiences. Additionally, parents also became more aware of the importance of supporting their children in literacy activities.

Conclusion

The School Literacy Movement at SDN Penujak Village Cluster, which consists of seven educational units, has participated in the socialization of the strengthening of the school literacy movement (GLS). The participants of this activity were very enthusiastic, which will have a positive impact on increasing literacy and numeracy awareness among students and the community. With continued support from all parties, it is hoped that this movement can continue to grow and provide greater benefits to the community of Penujak Village. Additionally, it can empower and optimize the library in the village, thereby increasing literacy and numeracy indicators in the coming years.

In the future, there needs to be a routine evaluation of this literacy and numeracy program as well as further development to ensure the sustainability and effectiveness of the literacy and numeracy movement in Penujak Village. Cooperation between all elements of society is very important to achieve this goal. The tridharma program of Mataram University lecturers can be collaborated with the sustainable Real Work Lecture (KKN) program.

KKN students must have an understanding of literacy and numeracy as well as communication skills with the community so that the programs at the Research and Community Service Institute (LPPM) of Mataram University can be implemented properly.

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