



## Optimizing The Literacy Corner To Increase Maritime Cultural Knowledge In Galesong Baru Village

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### Abstrak

This community service program aimed to enhance maritime cultural knowledge in Galesong Baru Village through the optimization of the Literacy Corner. Galesong Baru, known for its rich maritime heritage, faces challenges in preserving local knowledge and traditions amidst social changes and modernization. To address this issue, the program involved renovating the Literacy Corner, adding relevant educational materials, and conducting various educational activities. These activities included reading sessions, discussions, and workshops focused on maritime culture, as well as involving maritime experts and local leaders to provide in-depth insights. Program evaluation showed a significant increase in maritime cultural knowledge among participants, particularly among the younger generation. Pre- and post-program surveys indicated substantial improvement in understanding maritime traditions, such as boat-making and fishing techniques. The optimized Literacy Corner has become a more active hub, with increased visitation from the community. Support from the village government, local schools, non-governmental organizations, and the local community was crucial to the program's success. This program demonstrates that a participatory and collaborative approach in developing literacy centers can effectively enhance cultural knowledge and engage the community in preserving local heritage. The results of this program are expected to serve as a model for other coastal villages facing similar challenges in cultural preservation.

**Kata Kunci:** Literacy Corner Optimization, Maritime Cultural Knowledge, Community

### PENDAHULUAN

Galesong Baru Village, a coastal village located in Takalar Regency, South Sulawesi, is one of the villages rich in maritime culture. Like many other coastal villages, the people of Galesong Baru Village have a long history that is closely related to the sea, both in economic, social and cultural terms. The main activities of the people in this village are largely dependent on marine products, ranging from fishing, seafood processing, to traditional skills such as boat building and marine navigation knowledge that have been passed down from generation to generation (Latif, 2021). However, despite the extraordinary wealth of maritime culture, a major challenge faced by Galesong Baru Village is the declining knowledge of maritime culture among the younger generation. Along with the times and the influx of modern culture, many young people have begun to lose interest in and knowledge of the maritime traditions that were once an integral part of community life. This phenomenon is not only happening in Galesong Baru Village, but also in many other coastal villages in Indonesia, potentially threatening the sustainability of the national maritime culture (Syaeckhu & Hanis, n.d.).

The causes of the decline in maritime cultural knowledge in Galesong Baru Village can be traced to several main factors. First, there is a shift in economic patterns where the younger generation tends to seek work in non-maritime sectors, both in big cities and in sectors that are considered more modern and economically profitable. Secondly, the lack of access to education that integrates maritime cultural knowledge with the formal curriculum means that children in these villages grow up with little understanding of their cultural heritage. Thirdly, there is a change in the pattern of life that is more focused on technology and modern entertainment that is often unrelated to local culture (Tim Peneliti TIM, 2024).

In this context, the literacy corner is one of the relevant efforts to address these issues. The literacy corner, as a form of non-formal education, has great potential to be an effective tool in disseminating knowledge and awareness of maritime culture to the community, especially the younger generation. Through the literacy corner, information about maritime culture can be delivered in an interesting and accessible way, whether through books, magazines, articles or audiovisual media. The literacy corner can also be a place for the community to discuss and share knowledge and experiences related to maritime culture.

Optimizing the literacy corner in Galesong Baru Village is not just about adding book collections or increasing resources, but rather how the literacy corner can be effectively designed and operated to meet the needs of the community. This includes the selection of materials that are appropriate to the local maritime culture, the involvement of community leaders and maritime experts in the delivery of information and the organization of activities that can attract young people, such as group discussions, maritime skills training and documentary film screenings about the sea and maritime life.

Data from a survey conducted in Galesong Baru Village showed that 70% of the young generation aged 15-24 years did not have in-depth knowledge of local maritime culture. In addition, 50% of the respondents said they were not interested in working in the maritime sector due to a lack of information and a negative view of the profession. Only 20% of the respondents had accessed the literacy corner in their village, and of these, most only used it for formal education purposes, such as studying for school exams, rather than to deepen their knowledge of maritime culture (Riset Ormawa Sejarah FISH UNM).

This indicates a significant gap between the potential of the literacy corner and its utilization by the community. Therefore, concrete steps are needed to optimize the literacy corner as a facility that not only supports formal education but also as a center for developing knowledge and awareness of maritime culture. This optimization can involve various parties, including village governments, schools, maritime communities and non-governmental organizations concerned with cultural preservation.

Optimizing the literacy corner should also consider sustainability, where the programs implemented can continue in the long term without depending solely on external support. This can be achieved through active involvement of the community in the management of the literacy corner, capacity building of the manager and the development of self-financing models, such as a book donation system or partnerships with private parties concerned with culture and education (Hidayah & Hidayah, 2022).

It is also important to measure the impact of the literacy corner optimization program on improving maritime cultural knowledge. This can be done through periodic surveys, program monitoring and evaluation, and collecting testimonials from the communities involved. These data will not only be useful to see the success of the program, but also to make adjustments and improvements if needed (Rahmah, Jamaludin, & Pribadi, 2023).

With an optimized literacy corner, it is hoped that the younger generation in Galesong Baru Village can be more familiar with and love their maritime culture. This knowledge will not only strengthen their identity as part of the coastal community, but also open up new opportunities in the field of maritime culture-based creative economy. For example, with sufficient knowledge, they can develop maritime culture-based tourism products, create creative content with marine themes, or even innovate in the management of more sustainable marine resources.

## METODE

This community service program will use a participatory and collaborative approach, involving various stakeholders such as the village community, village government, schools, and non-governmental organizations (Abiddin, Ibrahim, & Abdul Aziz, 2022). This method is chosen to ensure that the implemented program is relevant to the community's needs and can be well-received and adopted by all stakeholders.

This method consists of six steps, namely: (1) Identifying community needs, (2) Development of materials and resources (3) Optimization of literacy corners (4) Community Empowerment Training (5) Implementation of Program Monitoring (6) Dissemination and Replication.

## HASIL DAN PEMBAHASAN

The community service program, "Optimization of the Literacy Corner to Enhance Maritime Cultural Knowledge in Galesong Baru Village," has successfully reached its objectives and delivered significant outcomes over the course of its implementation. The program has notably increased the level of maritime cultural knowledge among the youth in Galesong Baru Village. Pre- and post-program assessments reveal a marked improvement in participants' understanding of local maritime traditions, including boat-making, fishing techniques, and maritime navigation. Surveys indicate that awareness of these cultural practices has increased by 54 % among the youth involved in the program. Many participants have expressed a newfound appreciation for their maritime heritage, showing a heightened interest in exploring maritime careers and preserving traditional practices.

The optimization of the Literacy Corner has led to a substantial rise in its usage by the community. Following renovations and the addition of new resources, there has been a 92% increase in the frequency of visits to the Literacy Corner. The space has become a vibrant hub for educational activities, attracting both young and older residents. The newly added materials and interactive resources have enhanced the learning experience, making the Literacy Corner a more engaging and valuable resource for the community.

The program's activities, including regular reading sessions, discussions, and workshops, have been well-received. Feedback from participants highlights that these activities have been effective in sparking interest in maritime culture and fostering a deeper connection to their local heritage. The involvement of maritime experts and local leaders in the program has also contributed to its success, providing valuable insights and fostering a collaborative environment for learning.

Overall, the community service program has achieved its goal of revitalizing interest in maritime culture through the Literacy Corner. The positive outcomes observed suggest that similar approaches could be beneficial in other coastal

communities facing challenges in preserving their cultural heritage. The program has set a precedent for integrating cultural education with community resources, offering a model for future initiatives aimed at enhancing cultural knowledge and engagement.

#### Discussion

The community service program titled "Optimization of the Literacy Corner to Enhance Maritime Cultural Knowledge in Galesong Baru Village" has been successfully implemented and has made a significant positive impact on the local community. This discussion will elaborate on various aspects of the program's outcomes, including its effect on maritime cultural knowledge, the utilization of the Literacy Corner, and the role of the various stakeholders involved.

Firstly, the increase in maritime cultural knowledge among the youth in Galesong Baru Village is a key achievement of the program. Assessments conducted before and after the program reveal a significant improvement in participants' understanding of maritime traditions such as boat-making, fishing techniques, and maritime navigation. This not only reflects the effectiveness of the educational materials provided but also indicates that the program succeeded in generating new interest and awareness among the younger generation. This increase is particularly important given the challenges of maintaining maritime cultural knowledge amidst rapid modernization and social change.

A significant factor contributing to the program's success is the optimization of the Literacy Corner. The renovation and reorganization of the space have transformed it into a more engaging and functional educational center. The addition of relevant and interactive resources, such as books, articles, and multimedia materials, has made the Literacy Corner more valuable to the community. The increased frequency of visits suggests that both youth and adults are increasingly utilizing this facility as a source of information and learning. This also indicates that the program effectively addressed the community's need for accessible and engaging information about maritime culture.

The activities conducted at the Literacy Corner, such as reading sessions, discussions, and workshops, have received positive feedback from participants. The involvement of maritime experts and local leaders in these activities has enriched the learning experience and provided deeper insights into maritime culture. These activities not only succeeded in enhancing participants' knowledge but also in fostering a sense of pride and connection to their cultural heritage.

The role of various stakeholders, including the village government, schools, and non-governmental organizations, has been crucial to the program's success. The collaboration between these stakeholders facilitated the effective and sustainable implementation of the program. Support from community leaders and maritime experts played a significant role in developing materials and executing activities, while the involvement of schools and NGOs helped mobilize participants and ensure that the program met the community's needs.

Overall, the program has demonstrated that optimizing the Literacy Corner can be an effective strategy for enhancing maritime cultural knowledge and engaging the community in preserving their cultural heritage. The results achieved in Galesong Baru Village could serve as a model for other coastal communities facing similar challenges. This program highlights the importance of integrating cultural education with community resources and shows that a collaborative and participatory approach can bring about significant change in the preservation of local culture (Khaerunnisa, et.al, 2024)



#### KESIMPULAN

The conclusion of this community service program demonstrates that optimizing the Literacy Corner successfully enhanced maritime cultural knowledge among the residents of Galesong Baru Village, particularly the younger generation. Through renovations and the addition of relevant resources, the Literacy Corner has become an effective learning hub, providing better access to information about local maritime traditions. Evaluation results indicate a significant increase in participants' understanding and interest in maritime culture, which is expected to contribute to the preservation of cultural heritage and sustainable use of maritime resources.

This program also underscores the importance of involving various stakeholders, including the village government, schools, and non-governmental organizations, in achieving community service goals. This collaboration not only ensured effective implementation but also created a model that can be applied to other coastal villages. The success of this program highlights that a participatory and integrative approach can address challenges in preserving local culture and promote deeper cultural knowledge in coastal communities. Thus, the program provides valuable guidance for similar future efforts and demonstrates the significant potential of developing literacy centers as tools for education and cultural preservation

### UCAPAN TERIMA KASIH

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