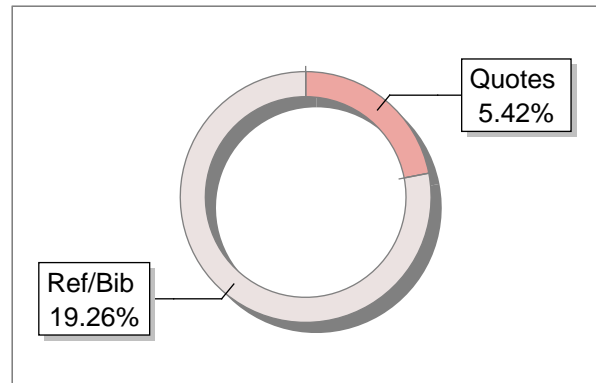
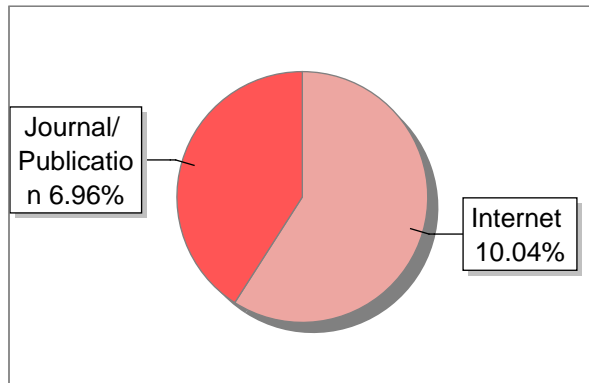
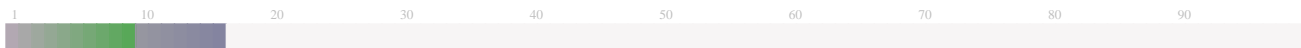


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# Literacy House: Is It Important in a Fisherman's Village?

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**Abstract.** Media literacy, understood as the ability to access, evaluate and produce media content, is crucial to a well-informed citizenry's participation in society. Digital literacy, a variant of media literacy, consists of functional and critical skills and knowledge about the Internet. This community service activity is carried out in order to optimize the residents of Kampung Nalayan in Tambak Lorok Village of Semarang City with a background in parental education and low attention to the community. Children's education. Based on the observations, there are 2 main problems faced by partners, among others: (1) the literacy of the people of Fisherman's Village Tambak Lorok Semarang City is still low, and (2) Local government efforts (RT/RW) on the development of education and literacy are limited. Based on these problems, the solution offered is (1) realizing literacy movement activities, (2) socialization and mentoring literacy houses in Fisherman's Village Tambak Lorok City of Semarang. Special and external targets produced: (1) the design of literacy houses for the people of Fisherman's Village Tambak Lorok Semarang, (2) the provision of buu shelves, (3) the provision of a large number of books, (4) the socialization of digital literacy. The method of community service implementation is carried out gradually, sustainably, and comprehensively carried out through mentoring and socialization methods.

**Keywords:** fisherman's village · important · literacy house

## 1 Introduction

Media literacy, understood as the ability to access, evaluate and produce media content, is crucial to a well-informed citizenry's participation in society. Digital literacy, a variant of media literacy, consists of functional and critical skills and knowledge about the Internet. Two major limitations, however, affect research on whether and how its critical dimension, in particular, facilitates participation in civic life, understood as both community and political life. First, media literacy research has focussed predominantly on users' ability to evaluate online content, with little attention to their understanding of the digital environment, from how Internet corporations operate to the Internet's potentials and limitations for civic life. Second, users' critical reflections have often

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**Fig. 1.** Children play on the edge of the pier of Fisherman's Village Tambak Lorok Semarang.

been approached as conducive to progressive action, thus leaving little room for civic engagement underpinned by different ideologies [1].

However, the government policy goals are only partially being fulfilled through public libraries. Although Internet access is being provided to those with no private alternative, people are mostly training themselves, developing their IL skills through personal experience and seeking help from informal personal sources, such as friends and family, rather than through formal library training. It is interesting to note that none of the customers interviewed in this study mentioned seeking the help of library staff, although the library staff interviewed believe that they do a great deal of informal IL training. Additionally, despite national policy goals, Internet uses in public libraries emphasize communication rather than economic development or job searching [2].

The literacy rate of Indonesian people is very low, this is inversely proportional to the level of internet use in Indonesia. According to Hootsuite's Wearessocial research released on the katadata.co.id page, social media users in Indonesia reached 150 million or 56% of the total population. That's up from 20% from the previous survey. While mobile social media users (gadgets) reached 130 million or about 48% of the population [3].

Literacy is the foundation of basic education and lifelong learning, or in other words, literacy is key in improving human abilities. That is why literacy becomes part of the important culture of developed countries or commonly called "first world" [4].

The location chosen in community service activities is located in Fisherman's Village Tambak Lorok Kota Semarang. Background in community service is parental education and low attention to children's education. School-age children spend more of their free time doing only activities that are less useful and do not support their growth and development by only doing activities that are less useful and do not support their growth and development. If they're not in school, the majority of them just spend as much time playing as seen in Fig. 1.

The literacy ability of the people of Fisherman's Village Tambak Lorok Kota Semarang as a partner in this devotional activity experienced various problems. Some of the problems experienced by partners.

- a. Community literacy in Fisherman's Village Tambak Lorok Kota Semarang has a low reading and writing habitus.
- b. Local government efforts (RT/RW) on the development of education and literacy are limited.

The solution offered by the community service team to the community of Fisherman's Village Tambak Lorok Kota Semarang is.

- a. Realizing literacy movement activities for the people of Fisherman's Village Tambak Lorok Kota Semarang.
- b. Socialization and literacy assistance of the people of Fisherman's Village Tambak Lorok Kota Semarang through literacy houses.

## 2 Methods

There are three stages in the implementation of community service activities carried out in the community of Fisherman's Village Tambak Lorok Kota Semarang, namely.

- a. The planning stage, namely making observations, compiling a schedule of community service activities, and group discussion (FGD).
- b. The implementation stage, namely realizing the literacy house and the inauguration of the literacy house.
- c. The last stage, this stage carries out socialization and assistance in the use of literacy houses in the community of Fisherman's Village Tambak Lorok Kota Semarang.

## 3 Results and Discussion

Coastal is part of the surface of the earth which is located between high tides and tides. When the tide rises, the coast is covered by sea water and at the time of tides it appears as land. The beach is a geographical form consisting of sand, and is found in coastal areas of the sea or parts of the land which are sealed with the sea. Coastal communities utilize terrestrial and marine ecosystems in coastal and coastal areas. Coastal and coastal are two different terms but both are interrelated and cannot be separated because they are both related to the sea and support the economic needs of coastal communities [5].

Society is a group of people who have their own identity and inhabit a certain area. Norms must be developed by the community in an area, which must be adhered to by its members. An interaction is owned by the community that occurs in it and forms a social system. The main land in this article is the coastal community found in Fisherman's Village Tambak Lorok Semarang.



**Fig. 2.** Fisherman's Village Tambak Lorok Semarang

The sea area owned by the city of Semarang is with a coastline length of 21 km with a width of 4 miles. The location of the city of Semarang is in the northern region and is directly adjacent to the Java Sea. Semarang has several coastal villages, which most people livelihood as fishermen. Fisherman's Village Tambak Lorok Kota Semarang is one of them, which is located on the banks of the East Canal Flood River and Kali Banger as seen in Fig. 2.

People who live in coastal areas are generally referred to as coastal communities. Their livelihoods are generally as fishermen, as they live close to the territorial waters. In general, the characteristics of coastal communities are loud and open.

Culture thinks parksis has long been a guideline of coastal communities [6] especially the village of Tambak Lorok Semarang City where for the fulfillment of economic needs only depend on the work of fishermen. Fishermen are a community that has a primary livelihood as fishing. They generally live on the beach, a residential neighborhood close to the location of their activities.

Since the 1940s, the Tambak Lorok area of Semarang City began to be occupied, when it was only inhabited by 3 families. At the stage of development, based on the agreement to make this area into a City Fishermen Settlement. The dense Fishing Settlement of Semarang City's crowded Lorok Pond is also used as a pond. The tide of the sea greatly affects the area of Fisherman's Village Tambak Lorok Kota Semarang. Almost the entire residential area is flooded at high tide, so periodically the building of people's homes is raised.

Based on the analysis of the problem situation that has been agreed and identified by the community service team with activity partners, the problem that must be found a solution is that the literacy of the people of Fisherman's Village Tambak Lorok Kota Semarang has a low reading and writing habitus, and the efforts of the local government (RT/RW) to develop education and literacy are limited. So the solution is to immediately realize the activities of the literacy movement for the people of Fisherman's Village Tambak Lorok Kota Semarang, and organize socialization and literacy assistance of the people of Fisherman's Village Tambak Lorok Kota Semarang through the Literacy House.

Efforts to introduce a literacy house to the people of Fisherman's Village Tambak Lorok Kota Semarang with a very low level of education where the social construction of parents of fishing families considers education is not important so that children only attend school until the middle and high school level, and a small percentage who continue to the university level. Parents of fishing families view children as present and future assets.

The hope of all parents is to see their children can get educated in school so that their fate is better than their parents, but in this pandemic period students are required to study at home. For fishermen it is very difficult, not only because of their low educational factors, but the facilities and infrastructure to learn their children online are also very minimal and inadequate because to meet their daily needs they are very dependent on marine catches, especially in the covid-19 pandemic [7].

Indonesia is one with a low level of public reading interest, especially for children. Social interaction is one of the main concerns of constructivist social understanding [8]. Along with the development of the times, children tend to use smartphones to find their own pleasure such as playing video games, watching movies on youtube or others. One of the efforts made so that children are not dependent on their smartphones, one of the people of Fisherman's Village Tambak Lorok Semarang city is to establish a Literacy House to reduce children's habits with their smartphones.

The literacy house designed by the community service team is a place that provides information that aims to provide facilities to the surrounding community, as well as visitors from outside the Fishing Village of Tambak Lorok City of Semarang. The benefits of literacy houses in Fisherman's Village Tambak Lorok Kota Semarang are expected to foster reading interest and love of reading to enrich the learning experience for the people of Fisherman's Village Tambak Lorok Kota Semarang and add insight into science and technology through digital literacy.

The literacy house designed by the community service team, provides also literacy about the culture in the city of Semarang. Over time, many cultures are increasingly lost. So with the collection provided by the literacy house, it is expected to provide information to the people who visit, so that the cultures in the city of Semarang can be known by other regional communities can be seen in Fig. 3.

Considering, as a developing country entering the 21st century has become a necessity for people to master literacy. So that efforts and strategic steps are needed to grow and increase people's interest in reading interest continuously by involving various elements, namely the village government and educational institutions that include schools and colleges [9].

Related to the research which conducted by Dalal, P., & Goulias, K. G. stated that a combination of economic and transportation policies is likely to increase literacy rates and overall educational attainment, which would result in greater future educational equity among Sylhet citizens. An increase in public transit services to remote locations could have many social benefits [10].





**Fig. 3.** Introduction to The Culture of Fisherman's Village Tambak Lorok Semarang

The convergence of media and technology in a global culture is changing the way we learn about the world and challenging the very foundations of education. No longer is it enough to be able to read the printed word; children, youth, and adults need the ability to critically interpret the powerful images of a multimedia culture. Media literacy education provides a framework and a pedagogy for the new literacy needed for living, working, and citizenship in the 21st century. Moreover, it paves the way to mastering the skills required for lifelong learning in a constantly changing world [11].

The curriculum 2013 has the same challenges expected in scientific literacy, facing the rapid advancement of the times and various problems related to environmental issues, advances in technology and information, the rise of creative and cultural industries, and education development [12]. One of the ways to eliminate poverty is through Information and Communication Technologies (ICTs) that is often promoted as central to reviving and sustaining regional communities. Though various initiatives are taken to close the digital gaps, more efforts are needed [13].

Low literacy is closely related to low reading interest. Throughout life need to develop literacy. Literacy can be an effective medium in reducing one's exposure to various hoax information in the digital era of globalization. A literate person will continue to develop in terms of knowledge and skills that are useful in everyday life [14].

Humans are required to be able to adapt, which can be done by increasing students' understanding of the importance of technology and literacy in today's developments [15]. At the literacy house in this service program, this literacy house activity or program aims to foster learning motivation for the children of the Tambak Lorok Fisherman Village community, Semarang City, one of which is to meet the goals of the industrial revolution 4.0 era. This is because developments that occur in this world are entering the era of the industrial revolution 4.0, in which the form of people's lives has been based on information [16].



As an evaluation of literacy houses in Fisherman's Village Tambak Lorok Kota Semarang, continuous socialization is needed and getting used to reading about simple things, and recording is needed. Visiting hours and the number of books that have been borrowed or read by visitors. In addition, there will be a list, the number of books along with the type of book collection that already exists in the community literacy house. The next step is to implement education about literacy for the community and children of fishermen.

#### 4 Conclusion

Equitable development in all aspects including the field of education, is the right of the entire community. The 1945 Act has given the mandate that rural development is part of national development. In national development, active participation of various elements is indispensable which includes government agencies (RT/RW), communities, and educational institutions (universities). Thus, socialization activities and mentoring literacy house programs for the Fisherman's Village Tambak Lorok Community of Semarang City are able to move the community to participate and collaborate together in building a reading culture.

Literacy house in Fisherman's Village Tambak Lorok Kota Semarang sanagt needed its existence, this will foster positive things, especially children's reading interest and does not rule out the possibility that families will support this activity as a social change of education. This literacy house opens access to reading education.

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Please indicate below which author(s) is/are responsible for each phase of the study (Table 1).

**Table 1.** Autors' Contributions

Concept & Research Question:	Ferani Mulianingsih
Conducting Research:	Kintoko
Analysis:	Feri Budi Setyawan
Report Writing:	Irfan Wahyu Prananto

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