J U R N A L   S O L M A

Promoting Literacy and Education in Marginaized Communities

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ARTICLE INFO	A B S T R A K
	Background: Pendidikan dan literasi merupakan landasan utama untuk membangun masyarakat yang inklusif dan berkelanjutan. Pengabdian masyarakat ini bertujuan untuk meningkatkan literasi dan pendidikan pada masyarakat marginal. **Metode:** Metode yang digunakan dalam pengabdian ini adalah pengembangan masyarakat berbasis aset. ABCD bertujuan untuk mengerahkan potensi dan kekuatan masyarakat untuk meningkatkan kualitas hidup mereka sendiri. Lokasi layanan ini berada di Bali. Teknik pengumpulan data dengan mengidentifikasi sumber daya, keahlian, dan aset yang ada di masyarakat. Hal ini dapat berupa keterampilan individu, organisasi lokal, lahan yang belum dimanfaatkan, atau kekuatan budaya dan sejarah. Analisis data dengan mendorong kolaborasi antar warga, organisasi lokal dan pihak terkait lainnya (Partisipasi masyarakat). **Hasil:** Mempromosikan literasi dan pendidikan pada komunitas kurang mampu di Bali mempunyai dampak yang sangat positif. Inisiatif-inisiatif ini memberdayakan individu dengan memberikan mereka akses terhadap pengetahuan dan keterampilan yang mendorong pemahaman yang lebih mendalam tentang dunia dan mengarah pada pengambilan keputusan yang lebih tepat. Selain memperluas prospek pekerjaan, melek huruf dan pendidikan juga berperan sebagai benteng melawan kemiskinan bagi generasi mendatang. Selain itu, mereka meningkatkan kesadaran akan kesehatan, kebersihan, dan gaya hidup sehat, sekaligus mengurangi kesenjangan sosial dan ekonomi.
	A B S T R A C T
	Background: Education and literacy are the main foundations for building an inclusive and sustainable society. This community service aims to promote literacy and education in marginalized communities. **Method:** The method used in this service is asset based community development. ABCD aims to mobilize the potential and strength of the community to improve their own quality of life. The location of this service is in Bali. Data collection techniques by identifying the resources, expertise, and assets that exist in the community. These can be individual skills, local organizations, untapped land, or cultural and historical forces. Data analysis by encouraging collaboration between residents, local organizations and other related parties (Public participation). **Results:** Promoting literacy and education in underserved communities in Bali has a profoundly positive impact. These initiatives empower individuals by granting them access to knowledge and skills that foster a deeper comprehension of the world and lead to more informed decision-making. Beyond simply expanding job prospects, literacy and education also act as a bulwark against poverty for future generations. Moreover, they enhance awareness of health, hygiene, and healthy lifestyles, simultaneously diminishing social and economic disparities**.**

INTRODUCTION

Education and literacy are the main foundations for building an inclusive and sustainable society. However, unfortunately, there are still many communities that are in marginal and marginalized situations that have not fully enjoyed the benefits of education and literacy. This has become a global issue that requires serious attention from various parties. Education and literacy are the two main pillars in building an inclusive and sustainable society (Cummins, 2005). First, education provides access to equal opportunities for individuals to improve their skills and knowledge. This is critical in reducing social and economic disparities that can hinder societal inclusion. Additionally, education empowers individuals with the knowledge and skills they need to make better decisions in many aspects of life, including health, the economy, and the environment (Akom, 2009).

In addition to individual benefits, education also has broad social and economic impacts. This helps reduce poverty levels by opening up opportunities for better jobs and higher incomes. Education also contributes to the well-being of society by increasing awareness of health and well-being. Individuals who are more educated are more likely to adopt healthy behaviors and have better access to health services (Osborne, 1996). In addition, literacy, especially environmental literacy, is important in understanding environmental issues and supporting sustainable development. An environmentally conscious society is more likely to contribute to sustainable policies and actions. Education and literacy also play an important role in economic growth by creating a more innovative and productive society (Moje et al., 2000).

Apart from economic benefits, education and literacy also play an important role in creating an inclusive society and participating in democracy. Educated people are more likely to participate in democratic processes and make better decisions in elections. Above all, education helps in shaping social values, such as tolerance, empathy, and respect for diversity, which support greater social inclusion (Perry, 2012).

Marginalized communities can include various groups such as remote ethnic groups, indigenous peoples, economically weak groups, migrants, or individuals with physical or intellectual disabilities. They often face various challenges that hinder their access to education and literacy. Most of them live in an environment full of inequality, poverty and uncertainty. Marginal community is a term that covers various groups that are often marginalized or underrecognized in society (Elenes & Bernal, 2009). These groups include remote tribes living in isolated areas with limited access to basic services. In addition, indigenous peoples, who have unique cultures and traditions, are also often neglected in development processes and government policies. Weak economic groups, such as individuals with low incomes who have difficulty meeting basic needs, also fall into this category (Garcia et al., 2015).

Migrants, people who move from their places of origin in search of better life opportunities, can also be part of marginalized communities. They often face inequality and instability in their rights. Finally, individuals with physical or intellectual disabilities often face accessibility barriers and discrimination in various aspects of their lives, such as education, employment and health services. Education is the key to overcoming social inequality and injustice. It is not only about teaching a person to read and write, but also about imparting the necessary knowledge, skills and understanding to understand the world around him. Literacy, on the other hand, is not only about the ability to read and write, but also about the ability to think critically, analyze information and participate in society (Diemer et al., 2016).

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METHODS

The method used in this service is asset based community development. The Asset-Based Community Development (ABCD) method is an approach used to strengthen communities by focusing on the resources, potential and assets that exist within the community. This approach contrasts with one that focuses on problems and deficiencies in the community (Norton & Kamal, 2003). ABCD aims to mobilize the potential and strength of the community to improve their own quality of life. The location of this service is in Bali. Data collection techniques by identifying the resources, expertise, and assets that exist in the community. These can be individual skills, local organizations, untapped land, or cultural and historical forces. Data analysis by encouraging

collaboration between residents, local organizations and other related parties (Public participation)(Cummins, 2009).

RESULT AND DISCUSSION
Situation Analysis

Situation Analysis is an important stage in the development of programs to promote literacy and education in marginal communities in Bali. This involves an in-depth understanding of the community's social, economic and educational context. First of all, we need to clearly identify groups that belong to marginalized communities, such as the poor, migrants, ethnic minorities, children who are not in school, and others. This should be accompanied by a social profile that includes social characteristics such as income level, education level, occupation, and health level.

In addition, cultural profiles such as local traditions and values also need to be analyzed, as these can influence access and participation in education and literacy. Then, it is necessary to find the main obstacles faced by this community. These include access constraints, such as the remote location of schools, high tuition fees, and lack of transportation. Additionally, we must understand the reasons why community members may not be active in education, such as child employment, early marriage, or health problems. The analysis should also include literacy constraints, such as low literacy levels and poor comprehension of reading, writing and arithmetic. In addition, it is also important to understand whether there is social stigma or discrimination that this community may experience (Gutiérrez, 2008).

Next, we need to evaluate the available resources. This includes educational resources, such as schools and non-formal educational institutions that already exist in the area, as well as the availability of books and literacy materials. It should also be noted whether there are teachers or education facilitators available or if they need training. In addition, situation analysis involves identifying the stakeholders involved, such as the role of local government in education and literacy, non-profit organizations or NGOs operating in the area, and potential support from the private sector. Apart from social and economic factors, infrastructure conditions must also be evaluated, including educational facilities, supporting facilities and internet access. Finally, we need to identify specific challenges such as health problems or gender issues that may impact participation in education. In this analysis, it is important to collect relevant data such as education statistics, literacy levels, and poverty rates in the area in order to design evidence-based solutions. This data will be the basis for designing more effective and sustainable programs.

Program Planning

Program planning in an effort to promote literacy and education in marginalized communities in Bali involves a series of key stages. First of all, we must clearly specify the program objectives. The first goal is to build a basic education program that fits the needs of marginalized communities, which may include opening elementary schools or non-formal classes. The second goal is to increase community members' access to libraries and literacy resources, which could involve building a community library or providing a mobile library.

The implementation strategy is the next step, which involves collaboration with local educational institutions, such as schools and non-formal educational institutions. In addition, if necessary, the program should consider building or expanding community libraries and training teachers or educational facilitators for effective teaching methods (Arias & Morillo-Campbell, 2008).

To run this program well, it is necessary to detail the related budget. This includes budgets for educational infrastructure, such as classroom buildings, equipment, and facility maintenance. Procurement of books, literacy materials and library management also require allocation of funds. Salaries and incentives for teaching staff must also be considered, if any.

Furthermore, it is necessary to ensure that this program can be monitored and evaluated properly. This includes determining clear indicators of success, such as increasing literacy levels or

participation in educational programs. Periodic evaluations should be scheduled to measure goal achievement and identify problems or improvements that may be needed.

In implementing the program, concrete steps could include providing basic courses for community members, both children and adults, as well as using learning methods that are appropriate to local culture and student needs. Building a community library involves procuring books, literacy materials, and setting up a lending system. Literacy awareness campaigns are also needed to persuade communities about the importance of literacy in everyday life, including organizing literacy events to generate interest in literacy.

Throughout the program process, it is important to maintain close communication and collaboration with the community, as well as continuously gather input from community members. Flexibility in responding to needs and feedback received will help the program achieve its goals effectively and have a significant impact on marginalized communities in Bali.

Program Implementation

Program implementation is a crucial stage in efforts to improve literacy and education in marginal communities in Bali. This is when concrete program plans are put into action. First, in order to fulfill basic education goals, the program has to organize basic courses for community members, including children and adults. The material taught includes reading, writing, arithmetic, and other basic skills. The use of learning methods that are appropriate to the local culture and the needs of students is important in making education more attractive and effective.

Second, community library development must be a focus. This involves procuring books and literacy materials that are appropriate to different age groups and interest groups in the community. Good library management, with a lending system that is easily accessible by community members, is very important to ensure that the library becomes a sustainable resource (Cummins et al., 2015).

Third, literacy awareness campaigns must be carried out continuously. This could include counseling, seminars, or group discussions aimed at persuading community members about the importance of literacy in everyday life. Literacy events such as book talks, shows or writing competitions can also inspire an interest and passion for literacy.

During program implementation, several key principles should be adhered to. Community participation is key, and involving community members in program planning and implementation ensures relevance to their needs. Ongoing evaluation and feedback received from community members allows for quick adjustments if problems or changes are needed. The quality of teaching must remain high, with ongoing training and support for teachers or education facilitators. Programs must be inclusive, ensuring that all members of the community, including those with special needs, can access and benefit from the program. Program sustainability must also be considered, including long-term funding sources and community empowerment training to take over program management. With careful and committed program implementation, efforts to improve literacy and education in marginal communities in Bali can achieve the expected goals and have positive impacts that significant.

Program Evaluation and Monitoring

Program evaluation and monitoring is a very important step in efforts to promote literacy and education in marginal communities in Bali. This evaluation process allows measuring the achievement of program objectives, identifying problems that may arise, and providing the basis for necessary improvements. First of all, in program evaluation, it is necessary to establish clear and measurable indicators of success, such as increasing literacy levels or participation in educational programs. Relevant data is then collected on a regular basis to measure program progress, and these results are analyzed to understand the program's impact on the community.

In addition to measuring achievement, evaluation also involves feedback from community members. This involves community participation in the evaluation process and hearing their views on program impact. Individual interviews and group discussions provided opportunities for them

to express input, concerns or problems that might arise during the program (Cummins, 2011).

After the evaluation, a program impact analysis is carried out to evaluate the effectiveness of the program and identify challenges or obstacles that may arise. The program needs to develop an improvement plan based on the findings of this evaluation. Commitment to adapt to change is an important step in this process. The results of program evaluation and monitoring are compiled in a detailed report, including findings, recommendations for improvement, and next steps. This report is disseminated to all relevant parties, including community members, donors, and program partners, to ensure program transparency and accountability.

Finally, the program should have an ongoing evaluation schedule to monitor progress periodically and adjust strategy as needed. Through systematic and continuous evaluation, literacy and education programs can ensure that their objectives are achieved and that improvements are continuously made to have a significant positive impact on marginalized communities in Bali. Evaluation also maintains accountability to all parties involved in the program.

Program Reporting and Dissemination

Program reporting is the process of preparing a report detailing the objectives, methodology, results, findings, and recommendations of literacy and education programs in marginal communities in Bali. This report should include relevant quantitative and qualitative data and a format suitable for the intended audience, such as a written file, visual presentation, or video report. In the report, important information such as program achievements, effective teaching methods, positive impacts on the community, and challenges encountered during program implementation must be explained in detail. The report must also include recommendations for improvements and further actions that may be needed in future programs.

Meanwhile, program dissemination is the next step after preparing the report. This involves disseminating information about the program to various stakeholders, including community members, program partners, local government, NGOs and donors. Dissemination must be tailored to the intended audience and can be done through various methods, such as community meetings, websites, social media, brochures, seminars or conferences. The use of local and national media can also be utilized to expand the reach of information. In addition, the community's active participation in the dissemination process is very important, because they can help disseminate information and provide first-hand perspectives on program impacts. Evaluation of dissemination also needs to be carried out to measure effectiveness in conveying program messages and ensuring good understanding of the program among recipients of information. All of this aims to maintain openness, transparency and accountability in literacy and education programs (Pitre, 2014).

Program Sustainability

Program sustainability is a crucial element in efforts to promote literacy and education in marginal communities in bali. it includes a number of important aspects that must be considered. first, the program must have sustainable funding, whether from government, donor, private, or other alternative sources. sustainability also involves community empowerment, where community members are actively involved in the program and empowered to manage the program in the future.

Furthermore, the program can achieve sustainability by integrating itself with existing education systems, such as local schools. Strong cooperation with various parties, including local institutions, government, NGOs and partners, is also important in maintaining the sustainability of the program. Ongoing program evaluation and effective communication with stakeholders are other important factors (Kaomea, 2003).

In addition, the program must have a structured sustainability plan that details financial strategy, human resources, long-term planning and success metrics. Flexibility in responding to environmental changes is also an important aspect, enabling programs to adapt to changing local conditions or educational policies. By paying attention to all of these aspects, the program can

maintain its continuity and continue to provide significant benefits to the marginal communities it serves.

CONCLUSION

Promoting literacy and education in marginalized communities in Bali is having a significant positive impact. These efforts empower them with access to knowledge and skills that enable better understanding of the world and smarter decision making. Apart from increasing employment opportunities, literacy and education also help in preventing poverty for future generations. It also increases understanding of health, hygiene and healthy lifestyle issues, while reducing social and economic inequalities. In addition to these benefits, these efforts support the preservation of local culture, encourage social innovation, and increase social and political participation. However, this requires hard work, long-term commitment and strong collaboration, involving governments, NGOs and civil society, but the results are invaluable in helping marginalized communities overcome their challenges and reach their full potential.

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