Implementation of Literacy Education Through Seafood Packaging Products on Maritime Area

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Abstract: This study aims to improve the skill of reading and processing marine products as maritime areas in Majene Regency through the implementation of literacy through seafood packaging products on the maritime sector, especially on the potential of processing marine materials. The study conducted at the ABCD Community Learning Center by using an action research approach. Based on the aspect of literacy education, the results of the study indicate a significant increase in reading ability to study citizens. Performance indicators in the last cycle show the truth of reading 100% learners are in good category and reading speed of 97.50% learners are in good category. Also, performance indicators for life skills programs show an increase from cycle to cycle. In the last period, all the prescribed recipes had flavors in the excellent category, 88.5% had colors and shapes in both types, and 76.7% had an excellent category.

Keywords: the education, literacy, seafood, packaging, and maritime

1. Introduction

Majene is one of some districts in West Sulawesi. It belongs to a maritime region, or most it consisted of beaches. Majene as an education town but still lack engaging in literacy, so it caused ultimately affects poverty and public unemployment. The statistic data stated as the latest information on the level of casualties of Majene Regency residents at the level of 15.05% [1], which still included in category 20 of the poorest districts in Indonesia [2]. This situation is undoubtedly very based towards the culture and the economic system of the population due to the blindness of this literacy at the age that is still productive.

Almost so much has been done to overcome this, and the district government of Majene has allocated funds to solve this problem. The provision of specialized training and guidance by some Teaching-Learning Activity Centre or Pusat Kegiatan Belajar Mengajar called PKBM, and various women's organizations such as the organization of government employees' wife, religious organizations (mosque youth), college professors (service activity) [2][3], and so forth. PKBM has much training on the citizens, focused on maritime society.

Nevertheless, all these efforts have not given an optimal impact. It is evident from the statistic data 2016 which indicates that the decrease in illiteracy rate from year to year has not been as expected. Literacy Education very influential on Human Development Index (HDI)[4]. The problem of Literacy Education very important to note, because to the international world become one of the determinants of the level of development of a nation, measured from the level of literacy of the population. Based on the description above, the challenge in improving the quality of human resources through the completion of illiteracy as well as poverty alleviation is the integrative pattern implementation that is capable of completing illiteracy, increasing productive skills while simultaneously improving the productivity of the families that impact on the reduction of the poverty rate.

Illiteracy accomplishment program conducted by PKBM, they still teaching participants to read and write. This program has tried to insert just a compliment that not adapted to the potential of the region as well as the characteristics of program participants in the framework of poverty eradication [3]. The results of the program implementation were monitoring by Education Office of Majene Regency shows that the most effective effort of illiteracy completion is through the integrative model, in the sense that the illiterate completion program will not work optimally if only done alone. However, when it combined with various skills (processing of seafood products) that allow based on useful potential areas used as a vehicle for eradicating illiteracy. This effectiveness can see from the improvement of the quality of the learning process[5][6].

2. Method

This research conducted in Majene regency, the place was chosen based on research characteristic is an area with poverty level and high illiteracy in West Sulawesi, that is Banggae District. The subject of this research is the participants of literacy education program who are interested in getting training on processing seafood products of potential in the region. This research is action research; it conducted to improve the ability of the learning community in reading and processing seafood products [6]. The implementation process of the action is done gradually until the research succeeds. The procedure of operation starts from (1) action planning, (2) implementation of work, (3) observation and evaluation, and (4) analysis and reflection [7].

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3. Results dan Discussion

This action research conducted in 4 (four) cycles; each cycle consisted of 2 (two) meetings so that the whole meeting is 8 (eight) times. The first meeting is used for literacy learning, while the second meeting used for learning the life skills of processing seafood products. The results of this classroom action research indicate that literacy education conducted in conjunction with life skills has been able to improve reading ability regarding truth and speed and ability to process seafood (tuna, and shrimp) regarding taste, shape, color and presentation technique.

3.1 Implementation of literacy learning

The process of literacy learning during action research carried out generally runs smoothly. Residents learn to look passionate and enthusiastic in practicing reading the method of seafood packaging, especially after they know that the processing of seafood packaging will be practiced together in the next meeting. In the first cycle of behavior, 75% of participants showed the attention, seriousness of reading and responses, both of are in a good category. Based on this result, the researcher revised, the result of the correction applied on the second cycle; it is a way of processing of marine products is made simpler. Quality of learning process literacy in the second cycle experienced improvement and behavior learners improvement, the seriousness of reading and response to the incoming learning process in either category, that is> 80%. It has an impact on the result of the process learning literacy, where the percentage of participants with the aspect of actual reading and reading speed are in agood category and also experience was an enhancement. In this second cycle, the truth reading and reading speed 85% of participants to be in a good category.

![Figure 1. Summary of Citizen Behavior Learning in the Procurement Process Literacy](image)

The second cycle only stay some participants learn the truth, and the reading speed is still thick enough category, and no residents learn which are still in the less category. In the third cycle of learning, literacy reading can go accordingly with the expected; it was seen by the indicator the results of reading skills that can be attainable learners. In this cycle, more of 90% of residents study individually already can read the way of processing the seafood fast and adequately (good category). While inside the fourth cycle, the behavior of studying citizens as well as the result of reading ability citizens learn consistently reinforce results which have obtained in the third cycle. Level of attention, the seriousness of reading and responses of learners of> 90% are in either category. For the truth aspect reading, 100% of the studying residents are in a good category, while reading speed citizens studying in both categories achieve 98.125%.

![Figure 2. Summary of Learning Outcomes Literacy On the Truth Aspect Read](image)
3.2 Implementation of seafood packaging

As well as learning literacy, the successful implementation of seafood packaging can be seen from the behavior of participants during the learning process as well as the final result of the practice of processing packaging. The process of learning, the participants were divided into 8 (eight) groups. The participants practiced the process of packaging of seafood in each meeting during four times and each of the processing two groups practiced. In the first cycle, the behavior of participants in groups were quite cooperative. Approximately 85% of citizens learn to show attention, enthusiasm, seriousness and cooperation in the good category. Aspects still need to improve our work order, occupational health and safety as well as the accuracy of tool usage, since > 60% are in enough category and 20% of study residents are in the less category. This happens probably because the daily cooking habits are the food consumed or the daily diet. They are less likely to pay attention to occupational safety and health.

Similarly, equipment commonly used at home is simple equipment or potluck. This behavior also affects the outcomes of life skills learning in the first cycle of food processing. For the flavor aspect, 75% of the preparations are in good category and the rest (25%) are in enough category. From the new color and shape aspects, 12.5% are included in the good category and for the aspect of the presentation there is not one group included in either category. A total of 37.5% are insufficient category and 62.5% are in the less category. In the second cycle, the order of cooking process of seafood is really considered and the participants also pay more attention to the aspects of hygiene and safety, by always washing hands before processing food, not putting dangerous equipment (knives, hot pans and others) in any place. The use of tools is also strived as precisely as possible so that no participants print the dough with tool improvise and result in the form of cake which is irregular. In this cycle, there are still about 10% of the behavior of participants who are categorized less. It increased behavior that has an impact on improving the quality off products. Evaluation for the taste aspect showed 87.5% in both categories and 12.5% insufficient category. For the aspect of color and shape, only 75% of the preparations are included in the good category and the remaining 25% in the category is enough. Meanwhile, for the new presentation aspect, 12.5% of processed products are categorized as good.
The behavior of participants in the learning process of seafood packaging of the third cycle also shows improvement. In this cycle, no participants are learning with the behavior aspect of working order, health, and safety in the category less. 100% of participants have shown concern, seriousness, accuracy, and cooperation with a good category, and 90% of participants show work order and health and safety in good category. The results of processed participants learn to taste all aspects of seafood packaging (100%) are in good category, for the aspect of color and shape 87.5% in good category and 12.5% in enough category. While in the presentation aspect, 37.5% are in good category and 62.5% in enough category. In the fourth cycle, the behavior of 100%, they had paid attention and seriousness of work, the accuracy of the use of tools and cooperation, while for the health and safety aspect reaches 90%. From seafood processing practiced to taste aspect all processed are in good category (100%), shape aspect and color 88.5% in good category and 12.5% enough category. As for the presentation of 75% into the category of good and 25% the rest of the category enough. The results of this study are by the results of previous studies that effectiveness can see from the improvement of the quality of the learning process [5].

4. Conclusion

The implementation of literacy education through seafood packaging effectively used as a tool for the eradication of illiteracy. This effectiveness can see from the improvement of the quality of the learning process, which is reflected both from the behavior of the participants as long as they follow the learning process and from the ultimate indicator of truth and speed of reading. Also, the implementation of this model can also improve the ability of learners in processing marine products which is the potential of the region comprehensively, for example from preparation, processing to finished products. This capability is later expected to be applied further by citizens learning for the development of productive enterprises. By the results of the research, there are some suggestions aimed. Firstly, to the government, where the model of empowering the poor through a potency-based life skills program integrated with the eradication of alliteration, it can implement in all other areas in Indonesia, of course with attention to differences in local potential regions and packaging that interested participants. Secondly, PKBM as the organizer of both literacy and seafood packaging training could consider alternatives to integrate the two activities with the aim of improving the quality of learning process. Both of literacy and seafood packaging as well as achieve the fundamental objectives of the two actions are 1) eradicating illiteracy, and 2) provide the provision of life skills that can use for economic activities.
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