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Enhancing the Skills of Mate Jaklou Pokmaswas in Raja Ampat Through Literacy Training

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ABSTRACT

This study evaluates the effectiveness of literacy training for Pokmaswas in the Raja Ampat region, especially in North and East Misool, using a pre-experimental method with a one-group pretest-posttest design. The main focus is improving literacy and conservation awareness among Pokmaswas members and teachers. Quantitative data were collected through pre-test and post-test, while qualitative data were obtained through in-depth interviews. The results showed a significant increase in understanding among participants, with the average score rising from 30 to 48.94 at Pos Kasim and from 34.16 to 54.16 at Pos Fol Pulau in Folley Island. Most participants achieved "Satisfactory" and "Very Satisfactory" ratings, although some remained in the "Unsatisfactory" and "Very Unsatisfactory" categories, indicating a need for a more tailored approach and further guidance. The activities also raised awareness of the sustainability of natural resources, integrating traditional practices such as Sasi and Pokmaswas activities to educate the community. However, there are challenges in ensuring equal access to literacy in remote areas, which require ongoing support from various parties to enhance the program's effectiveness and reach. This study emphasizes the importance of literacy as a key to supporting conservation and preserving local knowledge through education, particularly with children's books that are contextually relevant.

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INTRODUCTION

Since 2000, Indonesia has participated in the Program for International Student Assessment (PISA). PISA has been administered in the years 2000, 2003, 2006, 2009, 2012, 2015, 2018, and 2022 (Ismawati et al., 2023). PISA is a triennial survey that evaluates the knowledge and skills of 15-year-old students, measuring their preparedness for active participation in society. The assessment focuses on students' proficiency in reading, mathematics, and science (Furnham & Cheng, 2024). The assessment highlights a literacy crisis in Indonesia, as reflected in the PISA report, which shows that Indonesian students' reading proficiency is among the lowest. Although previous assessments indicated some improvement, this progress has been reversed, with a noticeable decline in reading skills since 2015. (Boonaree et al., 2017; Febrilio & Koeswanti, 2022; Mustafa, 2023; Nugrahanto & Zuchdi, 2019; OECD, 2023; Patria, 2021; PISA, 2022; Prinantyo, 2023; Sari & Setiawan, 2023).

This decline is concerning, particularly since reading is a critical factor for academic success, cognitive development, and overall well-being. Regular reading is associated with higher academic performance, particularly in complex subjects like biology, due to the development of enhanced critical thinking and analytical skills. It also expands vocabulary, which is crucial for effective communication (Hicks, 2023). Cognitively, reading from an early age boosts brain function and

prepares children for school, fostering lifelong learning (Sun et al., 2024). It also improves writing skills and creativity by exposing readers to different styles and ideas (Bezerra et al., 2022). This statement highlights the importance of reading as a key to knowledge and lifelong learning (Coleman, 2017; Fadhli, 2021; Koch & Spörer, 2017; Lestari et al., 2024).

However, in Papua, reading remains a serious issue faced by the community, especially among children. The high literacy rate remains a challenge (Putri, 2023), as does the low reading ability (Harahap, 2024; Parker & Sudibyo, 2024; Ubaidillah & Maryati, 2023; Yektiningtyas-Modouw & Modouw, 2023), and the limited access to reading materials (Rohman, 2022). There are reading books, but they are not contextually relevant to Papua (Sianturi et al., 2022, 2023; Sianturi & Hurit, 2024). Additionally, geographical barriers (Paling et al., 2019) pose a major challenge in improving the quality of education (Rifanto et al., 2022). Nursalim and Sudibyo (2018), who conducted research in peripheral elementary schools in Sorong Regency, West Papua Province, found that students from 30 schools in the outskirts have low reading abilities. Meanwhile, the Aktivitas Literasi Membaca Survey (ALIBACA) by the Ministry of Education and Culture (Kemdikbud) in 2019 placed Papua and West Papua in the lowest position for reading literacy activities in Indonesia (Badan Penelitian dan Pengembangan, 2019).

The lack of educational facilities, particularly libraries, in Papua significantly worsens literacy conditions in the region. According to the 2021 Papua Province Education Indicators report, this shortage of essential resources restricts students' access to learning materials, hindering their academic progress. The absence of libraries further emphasizes the urgent need for investment in educational infrastructure to improve literacy outcomes in the region (BPS, 2021). To address this, innovative and sustainable initiatives are needed, one of which is providing children's reading materials that are relevant to the Papuan context. In this effort, Yayasan Konservasi Alam Nusantara (YKAN) has taken steps by creating and distributing eight environment-themed children's books, aimed at providing engaging and educational literacy access in the Raja Ampat and Tambrauw regions, Southwest Papua Province.

Yayasan Konservasi Alam Nusantara (YKAN), established in 2014, is a nonprofit organization focused on environmental conservation through scientific approaches. The organization is committed to creating a balance between nature and humans, with effective natural resource governance and partnerships with various stakeholders. YKAN upholds collaboration as the key to successful conservation, working with partners like The Nature Conservancy (TNC) to develop conservation programs and share knowledge. With a focus on values of integrity, respect for communities and cultures, and a commitment to diversity, YKAN prioritizes sustainable solutions for conservation challenges. YKAN's vision is to create a sustainable Earth and a prosperous Indonesia, with the primary mission of protecting land and waters as the foundation of life (YKAN, 2025).

The eight environment-themed children's books, which take their setting from several regions supported by YKAN, were launched in 2023: Malaumkartaa, Werur, and Misoo. Along the shores of Raja Ampat, local communities and nature are deeply connected through stories of conservation and history. In Kampung Atkari, "Mangi-mangi di Pinggir Pantai" highlights the importance of mangrove trees, followed by "Duyung-duyung Datang," which introduces dugongs. At Kampung Aduwei, "Plastic Waste Issue and Problem" raises awareness about ocean pollution, alongside whale species in "Di mana Penyu Bertelur." Kampung Waigama's "Sebesar Apa?" showcases fish processing and the richness of Raja Ampat's marine life. Turtle conservation and the tradition of "egek" are featured in Kampung Salafen's "Wangi Apa Ini?" and "Kenapa Penyu Itu?" The natural beauty of Um Island is captured in "Mau Ke Sa Pu Kampung?" in Limalas, while "Jelajah Sejarah Bersama si Putih" in Malaumkarta highlights World War II relics and historical tourism. Finally, Suatolo and Werbes in Bikar blend nature and history, emphasizing the preservation of the area for future generations.

In 2024, literacy training activities were conducted for Kelompok Masyarakat Pengawas (Pokmawas) or the Environmental Monitoring Community Groups and their networks, also providing training on how to activate these children's books. The Pokmaswas groups are supported by the Yayasan Nazareth Papua Barat (YNPB), which is in partnership with YKAN. Moreover, YNPB is an independent organization with a vision of creating a healthy environment that fosters sustainable nature, allowing communities to thrive in harmony with it. This organization focuses on environmental conservation, healthcare services, and the empowerment of indigenous communities. Founded on November 30, 2004, by religious figures and intellectuals of indigenous communities, YNPB was officially legalized in 2007. Based in Sorong, its main activities take place in the Raja Ampat Archipelago. YNPB was established in response to various challenges faced by indigenous communities, including destructive practices (e.g., fishing with explosives, illegal logging, and mining), poverty despite abundant natural resources, health and sanitation issues, and a lack of capacity development for local communities (YNPB, 2025).

In the context of this training, Yayasan Nazareth Papua Barat (YNPB) is a local organization in West Papua that supports the Marine and Habitat Management program, as well as the Marine Monitoring and Protection program, which is funded by the Blue Action Fund – Kehati. YNPB initiated Pokmaswas and received direct funding support from Yayasan Konservasi Alam Nusantara (YKAN) through grant funding. Although the grant is provided directly to Pokmaswas, YNPB remains involved in every activity related to the Marine and Habitat Management and Jaga Laut programs, considering their role in facilitating the Pokmaswas groups and ensuring the smooth implementation of conservation efforts in the region (Kehati, 2025; Suriyani, 2017).

The literacy training took place at Pos Kasim on Salafen Island and Pos Fol on Folley Island, Raja Ampat, from October 28 to October 31, 2024. Raja Ampat, renowned for its ecotourism and marine biodiversity, faces significant educational challenges due to low literacy rates. To address this, training was conducted for 31 participants from Northern and Eastern Misool, Raja Ampat. The training involved Pokmaswas groups, teachers, and community representatives. It aimed to enhance participants' literacy and equip them to mentor children in their communities. Participants were also encouraged to apply their new skills to support local educational initiatives. The research also aims to analyze the impact of this training on the participants' reading abilities and explore its potential in improving local community literacy, as an effort to create lifelong learners in Papua.

METHOD

This study employs a pre-experimental method with a one-group pretest-posttest design to assess the effectiveness of reading literacy training. Pre-test and post-test research is one of many forms of quasi-experimental design. An advantage of a pre-test and post-test study design is that it provides directionality to the research, meaning that the dependent variable (knowledge or attitude) is tested before and after the intervention with the independent variable (training or an information presentation session) (Stratton, 2019). The research focuses on a sample of 31 participants, consisting of Pokmaswas members, elementary school teachers, junior high school teachers, and Sunday school teachers in Raja Ampat.

The objective of this study is to evaluate the improvements in literacy knowledge among participants following the training. Participants were purposively selected based on their community involvement. The training was conducted over one day, with each session lasting approximately 3 hours. It included material presentations, role-play activities such as story reading, and interactive discussions in both large and small groups. The study aims to determine if the training can enhance reading proficiency and help participants mentor children in their communities. The training process consists of three stages: preparation, implementation, and evaluation. In preparation, training

materials were developed. The implementation phase involved conducting literacy sessions, while the evaluation phase focused on analyzing pre-test and post-test results, as well as questionnaire responses.

Furthermore, the instruments used in this study include pre-test and post-test assessments to measure changes in participants' literacy knowledge, as well as a questionnaire to gather feedback on their experiences during the training. The questionnaire included four questions: (1) What impressed you the most about this training? (2) What are your hopes for YKAN, especially in creating children's books, if YKAN were to produce another book? (3) What kind of book would you prefer and why? (4) Do you think involving the community in learning to write is a good idea? The pre-test and post-test were designed to assess participants' proficiency in reading and comprehension, while the questionnaire provided qualitative data on their perceptions and the perceived impact of the training.

Additionally, the data from the pre-test and post-test were analyzed using descriptive statistics to measure changes in literacy knowledge before and after the training. Descriptive statistics help summarize and describe key features of the data, giving an overview of the sample (Fulk, 2023). This analysis allowed us to evaluate improvements in participants' reading and comprehension skills. The post-test questionnaire helped assess the effectiveness of the teaching methods and track changes in participants' knowledge (Shivaraju et al., 2017). Additionally, the questionnaire responses gave insights into participants' experiences, perceptions, and satisfaction with the training. This qualitative data helped identify strengths and areas for improvement in the training. By combining both quantitative and qualitative data, we gained a complete understanding of the training's impact. This mixed-methods approach provided a thorough evaluation of the knowledge and skills gained, as well as the level of engagement participants had with the training (Wang et al., 2022).

RESULTS AND DISCUSSION

The northern and eastern parts of Misool possess significant natural potential (KKP Kepulauan Misool, 2022), but they face threats from unsustainable fishing practices, such as blast fishing and the capture of protected species, which harm the marine ecosystem (Angraeni, 2021). The local community is concerned about these activities, which are contributing to ecosystem degradation and the decline of vital fishery resources. Sasi, a vital tradition in Raja Ampat, plays a key role in preserving the marine ecosystem and improving community well-being (Mentansan et al., 2023). However, challenges such as limited infrastructure and resources hinder environmental protection efforts. To address this, the Mate Jaklou Pokmaswas, supported by YNPB, was established to monitor the northern and eastern Misool regions (YKAN, 2023). The name "Mate Jaklou," from the Matbat tribe, means "sea guardian" or "protector of the sea" (Arnold, 2020).

Pokmaswas play a vital role in marine monitoring by overseeing activities, preventing illegal fishing, and addressing marine pollution. They ensure compliance with fishing regulations, promote environmentally friendly fishing gear, and report violations to the relevant authorities. Additionally, they collaborate with the government, law enforcement, and NGOs to enhance marine protection. Pokmaswas also educates the community on marine conservation and sustainable fishing practices (Kamaruddin et al., 2022). The Mate Jaklou Pokmaswas addresses environmental destruction and promotes sustainable marine management in northern Misool. It fosters unity among indigenous communities, promotes responsible resource management, and enhances community capacity building. The group plays a key role in fisheries management, conflict resolution, and liaising with stakeholders. Its goal is to improve community well-being while preserving the environment through marine patrols, awareness programs, and the application of local wisdom. Additionally, it initiates economic activities to support sustainable resource management and community growth.

The first training session of this program was held on Tuesday, October 29, 2024, at Pos Kasim, located on Waigama Island. The training session lasted from 11:00 AM to 4:00 PM. A total of 19 participants took part, representing various regions, including Aduwei, Solal, Atkari, and Salafen. The participants came from diverse backgrounds, including Pokmaswas members, elementary school teachers, Sunday school teachers, female leaders, and general community representatives. The presence of such a diverse group reflects the spirit of cross-sector collaboration in building awareness and commitment to environmental conservation. The training at Pos Kasim was attended by 19 participants and was evaluated based on 10 key aspects, including the effectiveness of material delivery, interactivity, and the benefits gained by participants. The evaluation results were presented in scores ranging from 1 to 4, with four being the highest.

While in the Fol Pulau Post, this was the second training session. The training was held on Thursday, October 31, 2024, at Folley Post, located on a small island where the Folley community first settled before moving to the larger island where the community currently resides. It is also the location of the YKAN post and the post for Pokmaswas. The training starts at noon and ends at 4:30 PM. Due to space limitations, the event occurred by the beach, under the shade of the ketapang trees. The activity involved 12 participants from various islands in the vicinity. There were representatives from elementary and middle school teachers, Sunday school teachers, community members, and Pokmaswas at the post.

The training participants at Kasim Post and Fol Pulau Post also provided feedback on various aspects of the training. This evaluation includes the effectiveness of conveying the training objectives, the systematic organization of the materials, and the benefits participants felt after attending the event. Referring to Table 1, based on the responses collected from the participants, we observe that across the three evaluation areas of this training, participants were generally satisfied with its implementation. The highest level of satisfaction was achieved through the systematic and interactive delivery of the material. On the other hand, the area that was seen as needing improvement was the participants' reflection on the usefulness of the training. Although still satisfactory, this aspect received the lowest score compared to the others (3.4 in the Fol Pulau Post).

Table 1. Training Evaluation at Kasim Post & Fol Pulau Post

Evaluation Category	Average score	
	Kasim Post	Fol Pulau Post
The resource person explained the training's objectives, agenda, and schedule.	3.8	3.9
The material was presented in a systematic, transparent, and interactive manner.	3.9	4.0
Participants' reflections indicated that the training was beneficial.	3.9	3.4

The improvement in literacy knowledge, as shown in Table 2, is evident in the post-test results, which varied across four categories: Very Satisfactory (≥75), Satisfactory (50-74), Unsatisfactory (25-49), and Very Unsatisfactory (<25). In the Very Satisfactory category, participants demonstrated excellent understanding and were expected to apply the knowledge effectively. Those in the Satisfactory category grasped the material well but need further practice to use it confidently. On the other hand, participants in the Unsatisfactory category had limited understanding and may require additional guidance. Finally, those in the Very Unsatisfactory category struggled to understand the material, indicating the need for further evaluation and support.

Table 2. Pre and post-test evaluation of Kasim Post & Fol Pulau Post participants

Initial	Age	Organization	Post	Pre	Post
VRM	35	Elementary teacher	Kasim Post	30	90
GLN	27	Pokmaswas	Kasim Post	10	60
NJU	56	Elementary teacher	Kasim Post	20	60
HRM	38	Community representative	Kasim Post	10	50
SFB	28	Elementary teacher	Kasim Post	20	60
SPB	45	Community representative	Kasim Post	40	60
NKE	33	Elementary teacher	Kasim Post	30	50
ARE	29	Pokmaswas	Kasim Post	10	30
TPL	70	Community representative	Kasim Post	50	70
ELB	26	Elementary teacher	Kasim Post	40	50
ANB	40	Community representative	Kasim Post	40	50
MLB	60	Pokmaswas	Kasim Post	20	30
MRF	47	Sunday school teacher	Kasim Post	10	20
MTE	63	Sunday school teacher	Kasim Post	50	60
SME	29	Pokmaswas	Kasim Post	50	60
HGK	60	Community representative	Kasim Post	0	0
JDF	36	Pokmaswas	Kasim Post	40	40
NDP	21	Community representative	Kasim Post	40	40
YBA	32	Community representative	Kasim Post	60	50
MLE	31	Pokmaswas	Fol Pulau Post	20	80
SBR	44	Sunday school teacher	Fol Pulau Post	30	80
MLM	43	Sunday school teacher	Fol Pulau Post	30	60
MMO	29	Community representative	Fol Pulau Post	30	60
NHM	28	Junior high teacher	Fol Pulau Post	30	60
OSY	30	Elementary teacher	Fol Pulau Post	40	60
MNM	63	Sunday school teacher	Fol Pulau Post	20	40
DMR	29	Junior high teacher	Fol Pulau Post	50	60
ELM	30	Elementary teacher	Fol Pulau Post	50	60
NCR	70	Community representative	Fol Pulau Post	50	60
YFM	63	Community representative	Fol Pulau Post	30	30
LBD	29	Community representative	Fol Pulau Post	30	0

At Kasim Post, the post-test results showed that most participants (63%) fell into the Satisfactory category (50-74), indicating improved understanding. One participant achieved a Very Satisfactory score (≥75), while 21% were in the Unsatisfactory category, suggesting they struggled with the material. Two participants fell into the Very Unsatisfactory category, including one with a score of 0, indicating significant challenges in understanding. Overall, there was an average score increase from 30 (pre-test) to 48.94 (post-test), reflecting a significant improvement, though further adjustments are needed for optimal results. The training methods, especially discussions and hands-on practice, effectively enhanced understanding.

The difference in levels of understanding is evident, as shown in Table 3. Despite the significant improvement, the average post-test score has not yet reached an optimal result. This suggests that some participants still struggle to comprehend or apply the material taught. Additionally, there is variability in the results achieved by participants, meaning not all participants experienced the same level of improvement. Some made significant progress, while others remain in the category of low

improvement. Factors such as educational background, previous experience, and individual readiness likely contributed to these varying results. Meanwhile, at Fol Pulau Post, the evaluation results indicate an average score increase from 34.16 (pre-test) to 54.16 (post-test), with a 20-point improvement.

Table 3. The average score increased at Kasim Post and Fol Pulau Post

Information	Kasim Post			Fol Pulau Post		
Avg. Increased	Avg. Pre	Av. Post	Increase	Avg. Pre	Av. Post	Increase
	30	48.94	18.94	34.16	54.16	20

This reflects a positive impact of the training on the participants' understanding. *Very Satisfactory (≥ 75):* As shown in Tables 2 and 4, two participants (MLE and SBR) demonstrated significant improvement, with scores of 80, indicating an excellent understanding of the material. *Satisfactory (50-74):* Most participants (7 people) fell into this category, showing a good understanding of the material but with room for further improvement. *Less Satisfactory (25-49):* Two participants showed less improvement, suggesting difficulty understanding or applying the material. *Unsatisfactory (< 25):* One participant (LBD) showed no improvement in scores, which may be due to challenges in understanding or external factors hindering the learning process.

Table 4. Knowledge improvement at Kasim Post & Fol Pulau Post

Performance	Kasim Post		Fol Pulau Post	
	Participants	Avg. age	Participants	Avg. age
Very satisfactory	1	35	2	37.5
Satisfactory	12	40.6	7	37
Unsatisfactory	4	36.5	2	63
Very unsatisfactory	2	53.5	1	29

Additionally, the evaluation results show a significant increase in the average score of 20 points, highlighting that the training had a positive impact on the participants' comprehension. As shown in Table 4, while most participants experienced significant improvement, some still required additional support. Most participants demonstrated a better understanding of the material after the training, with some achieving scores in the Very Satisfactory category and many scoring in the *Satisfactory* category. However, there was also variation in progress among participants. While most showed significant improvement, a few remained in the Very Unsatisfactory and Unsatisfactory categories, indicating gaps in understanding that need to be addressed. Factors such as educational background, prior experience, and the teaching methods used likely contributed to these differences. The increase in scores suggests that the training methods, such as interaction, discussions, and hands-on practice, were effective. However, participants with lower improvements should be evaluated to determine whether the methods used fully met their needs or if adjustments are necessary for future training.

The training at Pos Kasim received an average score of 3.8 for understanding the objectives and agenda, with participants appreciating the clear explanation of activities, although some areas could be improved. Material delivery scored 3.9, reflecting clarity and ease of understanding, while the interactive approach was well-received. The application of knowledge also scored 3.9, indicating that participants found the training to be beneficial. Similarly, the training at Pos Folley Pulau scored 3.9 for understanding the objectives, with participants feeling the resource persons explained the flow well, though some wanted more details. Material delivery received a perfect score of 4.0, and the interactive method was highly valued. The application of knowledge also scored 4.0, indicating that

participants found the training valuable and applicable to their work and daily life. Overall, both training sessions had a positive impact on the participants.

At Kasim Post, participants appreciated the training's approach, which included games, material explanations, and reflective methods, helping them better understand how to engage children's interest in reading. The training provided valuable insights into literacy and strategies for dealing with reluctant readers, which participants felt could be directly applied in their teaching. The training also strengthened relationships between participants and facilitators, with many appreciating the opportunity to interact and share teaching experiences. Skilled facilitators were key, and some participants expressed interest in follow-up sessions. This is also in line with the view that facilitators play a crucial role in achieving learning outcomes in adult and non-formal education centers. This can only be achieved if they possess the necessary professional qualities (Yusuf & Tsagem, 2025). However, in Papua, especially in geographically challenging areas such as the islands of Raja Ampat, the quality of teachers is also far from satisfactory (Tutukansa et al., 2022). As a result, participants also have limited experience in receiving quality teaching. The training enhanced participants' understanding of literacy and expanded their perspectives on conservation, with several teachers eager to incorporate environmental protection into their lessons.

> *"The most memorable part of this training is that I now understand more about the importance of preserving the environment, and it will help me apply this knowledge in the future at the school where I work." – Participant from Kasim Post training.*

> *"I learned several techniques and methods to deal with children who are reluctant to read." – Participant from Kasim Post training.*

Meanwhile, at Fol Island Post, the literacy training had a profound impact on the participants. One of the main impacts felt was the increased awareness of the importance of reading and the motivation to instill a literacy culture in children from an early age. Moreover, the enjoyment of reading can be nurtured from an early age. Additionally, the reading skills developed through this approach will greatly benefit children, as their reading ability determines how much they choose to read (van Bergen et al., 2018). Many participants experienced tangible benefits from the material presented, as they began to develop a greater desire to read and were encouraged to establish reading habits. The training focused on enhancing literacy understanding and provided valuable experiences. The opportunity to meet and interact with the facilitators and fellow participants was one of the most memorable aspects of the experience. They felt that the training provided new knowledge and expanded their perspectives on teaching methods and ways of conveying stories to children.

> *"I have developed a desire to read and encourage children to develop a love for reading." – Fol Pulau Post training participant.*

> *"I am more enthusiastic about reading, and it is also important to instill a reading culture in children from an early age." – Fol Pulau Post training participant.*

Participants also appreciated how the training successfully transformed things they previously did not understand into a clearer and more helpful understanding. Each material presented was viewed as having practical value that could be taught back to the children, ensuring that the training's impact could continue in their learning environments. The interaction sessions and the opportunity to share experiences with facilitators and fellow participants were highly valued. The chance to learn

how to deliver stories to children more effectively provided new insights for participants who previously lacked these skills, or perhaps had never been exposed to training that offered an opportunity to read stories to others.

At Kasim Post, the community has high hopes for efforts in environmental conservation and literacy improvement, particularly for the younger generation. We recognize the crucial role children and young people play in environmental protection, as they want their voices to be heard (Dardanoni & Guerriero, 2021). One main hope was that YKAN and YNPB could publish books on conserving natural areas. These books are expected to provide broad insights to the community, especially children, so that they can better understand the importance of protecting the environment from an early age. Participants also emphasized the importance of easily understandable reading materials relevant to daily life. They desired more storybooks that teach children about preserving marine ecosystems, such as coral reefs and aquatic life. Moreover, in the context of Papua, there are still very few children's books with environmental themes.

On the other hand, a culturally rooted storybook featuring West Papuan culture, including local folktales, was created with the help of an elder, a teacher, and an expert to boost children's interest in reading and math. The children became highly engaged and expressed their excitement, saying, "I want to reread this book!" (Sianturi & Hurit, 2024; Yektiningtyas-Modouw & Modouw, 2023). The knowledge is essential for raising awareness about environmental conservation in their surroundings. The community not only wants reading materials to be provided but also hopes that YKAN and YNPB can collaborate with schools, Sunday schools at churches, or even village communities to provide books and build closer partnerships in education. In this way, environmental education can become a part of the curriculum and be widely understood by the younger generation. This aligns with the view that environmental education based on local values and content should be included in, for example, the elementary school curriculum to enhance students' understanding (Sarbaini et al., 2022). The importance of guidebooks on conservation in Misool also became a point of attention. Participants emphasized the need for informative books that provide concrete guidance on maintaining environmental cleanliness and adequately managing waste.

> *"Hope for more children's books on environmental and marine stories in everyday language that are easy to understand, especially for Matbat children." – Participant from Kasim Post training.*

> *"Create more books to be shared in the villages or create a library." – Participant from Kasim Post training.*

The community also appreciates this program and hopes it will continue improving. This literacy program plays a significant role in shaping more competent children with a broader knowledge base. As we know, reading literacy is a key skill that forms the foundation of a strong education (Setiani et al., 2023). Therefore, they hope that YKAN and YNPB will continue to be actively involved in supporting community literacy and helping children understand the importance of environmental conservation. As a concrete effort to expand literacy, the community hopes that more books will be published and distributed to various villages. They even suggested the establishment of libraries, community libraries, and reading corners in different areas so that children and the general public can more easily access reading materials.

Meanwhile, at Folley Post, the literacy training provided motivation and valuable experiences for the participants, not only for themselves but also for the children they teach. They feel ready to pass on the knowledge they have gained to the children in their communities, making this training the first step in instilling a reading culture from an early age. One of the main hopes expressed was that

YKAN and YNPB could continue to provide more storybooks for children. With a more extensive and diverse collection of books, teachers and educators will find it easier to encourage children to engage actively in reading. By doing so, providing a broader and more diverse collection of books supports the goals of inclusive education and encourages children to engage actively in reading, while also strengthening their cultural understanding (Garces-Bacsal, 2022). Participants are also confident that with a broader availability of reading materials, children's interest in reading in Misool, especially in the eastern Misool region, will continue to grow.

> *"Hopefully, there will be a special YKAN program for the villages in Eastern Misool, with guidance for the community to create books with assistance." – Participant from Fol Pulau Post training.*

> *"We hope that in the future, YKAN can provide many storybooks so that we, as teachers, can encourage children to engage in reading stories once there are plenty of storybooks available." – Participant from Fol Pulau Post training.*

Participants also hope the published books can reach more children in various villages. They recognize the importance of ensuring an even distribution of books so that every child, without exception, can enjoy the benefits of the reading materials provided. This would ensure that no child is left behind in terms of access to literacy. Although this is not easy, for example, in island regions like Raja Ampat, an online book approach should be considered, as it can help reach many areas, including families with low literacy levels and limited access to printed materials, but who own a smartphone (Kucirkova, 2019). Participants also wish for literacy programs like this to be continuously developed. They believe such activities have a significant impact, and hope YKAN and YNPB can organize similar programs more frequently to expand their benefits. Furthermore, they also suggested a unique mentoring program for villages, particularly in Eastern Misool, to enable the community to be more actively involved in creating books with proper guidance and support.

At Kasim Post, the community's awareness of the importance of literacy and conservation has grown, as reflected in their various hopes regarding publishing books relevant to their lives. One of the primary needs expressed was the publication of books discussing waste and the environment, considering that many people still dispose of trash carelessly and engage in activities that harm ecosystems, such as coral reefs and mangrove forests. Moreover, the waste problem from Sorong, one of the largest cities in Papua, also affects the ecosystem of Raja Ampat (Samosir, 2018). In addition, they desire books that can introduce local natural wealth, such as the Raja Ampat Geopark, the biodiversity of Northern Misool, and stories about the children of Raja Ampat and the indigenous Matbat tribe. These books are expected to enhance the community's understanding of their surrounding environment and instill a sense of pride and responsibility towards their natural heritage. Many also hope for more specific books, such as poems and folktales, to capture children's attention, as well as stories that depict daily life in their villages, like Atkari village. Books like these are believed to increase children's interest in reading and encourage them to learn more about and protect their culture and environment.

> *"YKAN should create more books, maybe about the beauty of the land, like birds and other land animals. Why? Because I see that the birds are so beautiful but are not being protected." – Participant from Kasim Post training.*

> *"A storybook about the role of children in protecting and managing their environment." – Participant from Kasim Post training.*

Conservation issues also remain a significant concern, with hopes for books that provide practical guidance on how to dispose of waste properly and how children can play a role in protecting and managing their environment. They also emphasized the need for books about local birds, as many in the community still lack an understanding of the diversity of birds and the importance of preserving their existence. In addition to stories about the environment, the community also desires books about the history of their villages, particularly related to the evolution of conservation efforts from the past to the present. These books are expected to preserve their history and traditions while serving as a learning resource for future generations. Books like this are essential, as demonstrated in research on reading materials adapted to local contexts (Sianturi & Hurit, 2024).

For the participants at Folley Post, awareness of the importance of literacy extends beyond strengthening the reading culture to also play a key role in preserving local cultural identity and history. The community wants illustrated storybooks that are not only appealing to children but also help instill a love for local culture. They see the importance of introducing local languages and customs early on so that children grow up with a strong understanding of their cultural heritage. One of the main requests is for books about Limalas, including short stories about the village of Limalas and the children who live there, as well as broader books about the history and life of its people. Books like these are believed to help children in the village become more interested in reading and understanding their environment.

> *"Create stories in the Matbat language, because many teenagers in Folley cannot speak Matbat." – Fol Pulau Post training participant.*

> *"A book about what Sasi is." – Fol Pulau Post training participant.*

Furthermore, the community also suggested creating a book about the concept of *Sasi*. This local tradition is crucial in maintaining the balance between marine and terrestrial ecosystems. With such a book, the younger generation can understand that conservation is not just a modern concept but has long been an integral part of the indigenous wisdom of the Matbat people and the communities of Misool Island. Cultural identity-based protection becomes especially important as Raja Ampat also faces potential threats from natural resource exploitation, such as mining (Maspul, 2025). The community also emphasized the importance of a book about the history of Misool Island so local children can learn about the history of their ancestors. With well-documented history books, this knowledge will not be lost and can be passed down to future generations. They expressed a desire for these history books to be available for their children and grandchildren to learn from in the future.

In addition to history, the community hopes for books documenting the natural life, customs, and communities of Eastern Misool. This book is expected to preserve the culture of the Matbat tribe and other local communities in the area, ensuring that it is not eroded by the changing times. One concern raised in the discussion was the importance of creating stories in the Matbat language. Many teenagers in some areas, such as Folley, can no longer speak Matbat. This is a particular worry for the community, as language is a key aspect of cultural identity that must be preserved. By having books in Matbat, children and teenagers will be able to reconnect with their ancestral language and preserve the linguistic heritage that is increasingly threatened by the dominance of other languages.

The community recognizes that environmental protection starts with them. They formed the Mate Jaklou Community Surveillance Group (Pokmaswas) to monitor and protect the sea from illegal fishing and environmental damage. As we know, Raja Ampat, situated in the heart of the Coral Triangle, boasts some of the world's richest coral reefs. However, human activities like overfishing, shipping, and climate change are seriously threatening its reefs and marine life (Wartini, 2020). This

fosters self-reliance in preserving natural resources vital to their livelihoods, involving stakeholders such as teachers, female leaders, and indigenous peoples. Teachers educate children about conservation, while local traditions, such as "Sasi," guide sustainable resource use. In addition to monitoring, the community engages in training to improve resource management and literacy knowledge and skills. Literacy empowers them to document their history, culture, and conservation practices.

This approach demonstrates how conservation and literacy collaborate to raise awareness and enhance education. Pokmaswas Mate Jaklou symbolizes the community's strength in protecting the environment and securing a better future. Promoting reading also raises environmental awareness. Children are taught to read in fun, interactive ways through literacy training for community members, teachers, and Pokmaswas members. Access to relevant materials, such as books on marine ecosystems, local customs, and conservation, enables the community to better understand and apply environmental preservation in their daily lives. This dual focus on conservation and literacy aims to raise the younger generation's awareness of the importance of protecting the environment and local culture. In line with this, local knowledge, including Indigenous knowledge, can offer more comprehensive answers to environmental restoration and management questions, while also enhancing community engagement (Wehi & Lord, 2017).

Culture and language are vital to a community's identity (Betaubun & Rokhmah, 2021). However, the Matbat language in Misool is increasingly rare among the younger generation, putting it at risk of extinction (Satwiko & Nazarudin, 2024). Documenting local history, customs, and language in books can help preserve cultural heritage and educate future generations. Incorporating local culture into reading materials, such as stories, folklore, and community traditions, can foster a sense of pride and motivation to protect cultural heritage. The community aims to sustain literacy and conservation programs, particularly through the provision of relevant reading materials and village libraries. However, challenges such as limited infrastructure and access to books in remote areas like North and East Misool hinder program effectiveness. Support from the government, organizations, and local communities is crucial for overcoming these challenges and ensuring the program's long-term success.

CONCLUSION

To conclude, the evaluation results show significant improvements in participants' understanding, with average scores increasing from 30 to 48.94 in Pos Kasim and from 34.16 to 54.16 in Pos Folley. Most participants achieved "Satisfactory" and "Very Satisfactory" ratings, indicating the training's success in enhancing literacy knowledge and skills. However, some participants remained in the "Unsatisfactory" category, highlighting challenges that may be linked to factors such as educational background and teaching methods. The key result of the training, in addition to improving literacy, was its positive impact on the community's awareness of conservation and sustainable resource management. The establishment of the Mate Jaklou Pokmaswas has increased local involvement in protecting the marine ecosystem, while local wisdom practices, such as "Sasi," support sustainable resource use. Despite improvements, challenges remain in providing equal access to reading materials in remote areas, emphasizing the need for ongoing support from various stakeholders. The program has made a significant contribution to literacy and conservation awareness, but continued efforts are necessary to enhance training methods and expand access to resources for sustainable results.

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