

Community Empowerment through an Inclusive Literacy Movement based on Learning Communities in Butta Ejayya Village, Gowa

Nur Riswandy Marsuki^{1,*}, Memunah¹, Sitti Asnaeni¹, St. Haniah¹, Nurbaeti², Muhsin³

¹Sociology Education Study Program, Muhammadiyah University of Makassar

² Chemistry Study Program, Ujung Pandang State Polytechnic, Makassar

³Department of Arabic Language and Literature, UIN Alauddin Makassar

*Corresponding author : riswandymarsuki@unismuh.ac.id

Abstract: The problem of low literacy rates and the persistence of illiteracy pose serious challenges to community empowerment efforts, particularly in rural areas. This Community Service (PkM) activity aims to empower the community through an Inclusive Literacy Movement based on a learning community in Butta Ejayya Village, Gowa Regency. The approach used was participatory and inclusive, involving the community as the main subject in the planning, implementation, and evaluation processes of the activity. The implementation method included identifying the community's literacy needs, establishing a learning community, mentoring reading and writing activities, and strengthening the role of local leaders as literacy drivers. The results of the activity showed increased community participation in literacy activities, growing awareness of the importance of reading and writing skills, and the formation of a learning community as a space for continuous shared learning. This activity also contributed to strengthening the community's social capacity and became the first step in eradicating illiteracy. Thus, the inclusive literacy movement based on a learning community has proven effective as a community empowerment strategy and can be replicated in other areas with similar characteristics.

Keywords: Community empowerment; Inclusive literacy; Learning communities; Community service.

© 2026 Samakta: Jurnal Pengabdian Kepada Masyarakat

Received: January 20th, 2026 **Accepted:** February 18th, 2026 **Published:** February 28th, 2026

DOI: 10.61142/samakta.v3i1.327

How to cite: Marsuki, N. R., Memunah, M., Asnaeni, S., Haniah, S., Nurbaeti, N., dan Muhsin, M. (2026). Community Empowerment through an Inclusive Literacy Movement based on Learning Communities in Butta Ejayya Village, Gowa. *Samakta: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 44–53.

This is open access article under the CC-BY-SA license



INTRODUCTION

Literacy is an important foundation in human resource development and community empowerment (Widodo *et al.*, 2022). The ability to read and write not only serves as a basic skill, but is also a prerequisite for people to access information, improve their quality of life, and actively participate in social, economic, and cultural life (Widjajanti, 2011). However, until now the problem of low literacy rates and the continued presence of illiteracy remains a real challenge, especially in rural areas and marginalized community groups (Triatna, 2022).

In Indonesia, illiteracy and a low literacy culture remain serious challenges, particularly in rural areas and communities with limited access to formal education. Data from BPS/The Global Statistics shows that Indonesia's literacy rate is estimated at around 96.67% in 2024–2025, meaning that approximately 3.33% of the population still cannot read and write effectively (Suyono *et al.*, 2024). In addition, the increase in the Community Literacy Development Index (IPLM) shows progress in improving the national literacy culture, for example, Indonesia achieved a score of more than 73 points in 2024 compared to the previous year (Sekar & Kamarubiani, 2020). Various factors such as socio-economic conditions, low levels of education, limited learning facilities, and minimal non-formal education programs contribute to the low literacy skills of the community (Salamah *et al.*, 2024). This situation shows that literacy issues cannot be understood solely as individual problems, but rather as structural problems that require community-based intervention (Saidang *et al.*, 2024).

Based on national data, Indonesia has succeeded in reducing the illiteracy rate to 0.92% in 2024–2025 for those aged 15–59 years, which shows a consistent downward trend over the past five years (Putu Gede Sutrisna, 2020). However, there are still around 3%–4% of the population who are not yet optimal in basic literacy skills, and several regions experience greater literacy challenges than the national average (Pujiati *et al.*, 2022). This shows that even though national achievements show progress, inequality in literacy and the phenomenon of local illiteracy remain strategic homework (Patilaiya *et al.*, 2023) (Nabila *et al.*, 2025).

Butta Ejayya Village, Gowa Regency, is one of the areas facing limited access to education and a low level of community literacy. The community's socioeconomic conditions, limited learning facilities, and the lack of non-formal learning spaces are factors contributing to the low literacy skills of some residents. This situation limits community access to information and empowerment opportunities, thus reinforcing a cycle of social powerlessness (Mutiani *et al.*, 2020).

Efforts to increase community literacy cannot only rely on formal approaches, but require participatory, contextual and inclusive strategies. (Mustanir *et al.*, 2023). The inclusive literacy approach places society as the main subject, taking into account the social, cultural, age and abilities of individuals (Mawaddah *et al.*, 2024). One relevant strategy is strengthening learning communities as a shared space for sharing knowledge, building reading and writing habits, and fostering collective awareness of the importance of literacy in everyday life. (Maryati *et al.*, 2024).

Based on these conditions, the community service team implemented a Community Empowerment program through an Inclusive Literacy Movement based on the Learning Community in Butta Ejayya Village, Gowa. This activity was designed to revitalize

community-based learning practices through literacy mentoring that actively involves the community, including local leaders and learners. This movement is expected to not only contribute to the eradication of illiteracy but also strengthen the community's long-term social capacity (Marsuki *et al.*, 2025).

This Community Service Activity aims to improve the community's basic literacy skills through an inclusive literacy approach (Lubis *et al.*, 2023), forming and strengthening learning communities as sustainable non-formal learning spaces, encouraging active community participation in literacy activities as part of the empowerment process and raising public awareness of the importance of literacy in improving the quality of life and social independence (Jarlah *et al.*, 2021). Thus, this community service activity is expected to become a model for inclusive literacy-based community empowerment practices that are relevant to the local context and can be replicated in other areas with similar problems. (Santoso *et al.*, 2025). Literacy is not only positioned as an end goal, but as a strategic means in building independence and quality of life for the community (Hendrawati Hamid, 2018).

METHOD

This Community Service activity was conducted in Butta Ejayya Village, Gowa Regency, targeting communities with limited access to literacy and low reading and writing habits. The activity was implemented using a participatory, inclusive, and community-based approach, placing the community as the primary subject throughout the entire service process (Beni Ahmad, 2024).

The initial phase of the activity began with identifying needs and mapping the community's literacy situation through field observations and discussions with community leaders and local residents. This phase aimed to understand the literacy challenges faced by the community and determine target groups and appropriate activity formats for the local context.

Based on the identification results, the community service team, along with the community, developed an activity plan and conducted program outreach. The planning process was conducted in a participatory manner to build community understanding, involvement, and commitment to the inclusive literacy movement. Furthermore, the activity focused on establishing and strengthening learning communities as the primary platform for literacy implementation. Learning communities serve as non-formal learning spaces that encourage interaction, togetherness, and the sustainability of literacy activities at the local level.

Literacy activities are implemented through reading and writing mentoring, group discussions, and contextual literacy practices tailored to the community's daily lives. Learning methods are designed to be flexible and simple so that all participants, regardless of age or educational background, can participate. Throughout the program, regular monitoring and evaluation are conducted to assess the development of community participation and participants' literacy achievements. Evaluation is conducted through joint reflection between the community service team and the learning community to identify successes, obstacles, and improvements to program implementation. The final stage focuses on strengthening the program's sustainability by encouraging the active participation of the community and local leaders to ensure the learning community continues to operate independently after the program concludes.

Table 1. Methods for Implementing Community Service Activities

| Activity Stages | Implementation Description | Approach Used |
|---------------------------------------|--|---------------------------|
| Identify needs | Field observations and discussions with community leaders and residents to map literacy conditions and determine target groups | Participatory, contextual |
| Planning and socialization | Preparation of literacy activity plans with the community and program socialization to build shared understanding and commitment | Participatory, inclusive |
| Formation of learning communities | Facilitate the formation and strengthening of learning communities as a forum for non-formal learning based on togetherness | Community-based |
| Implementation of literacy activities | Reading and writing assistance, group discussions, and contextual literacy practices according to the daily lives of the community | Inclusive literacy |
| Monitoring and evaluation | Monitoring the development of participants' participation and literacy skills through joint reflection | Reflective, participatory |
| Sustainability of the program | Strengthening the role of local and community leaders so that learning communities can run independently and sustainably | Community empowerment |

RESULTS AND DISCUSSION

Results

The implementation of the Inclusive Literacy Movement based on the Learning Community in Butta Ejayya Village resulted in several observable achievements during and after the activity. Results were obtained through direct observation, participant involvement, and joint reflection with the community and local leaders. The first visible result was increased community participation in literacy activities. Residents targeted by the activity demonstrated relatively consistent attendance in the learning community activities. This participation was demonstrated not only through physical presence but also through active involvement in reading, writing, and simple discussions carried out during the mentoring. This participation was evident in residents' attendance at each session, involvement in reading and writing activities, and willingness to follow the activities through to completion. The presence of participants came from various age groups, demonstrating that the inclusive literacy approach is able to reach diverse levels of society.

In addition to participation, this activity also resulted in improvements in the community's basic literacy skills. Residents who previously had difficulty recognizing letters, reading simple words, and writing began to show gradual progress. Some participants were able to read simple texts and write words and short sentences relevant to everyday life. Although the level of development among participants varied, changes in basic literacy skills were clearly observable throughout the activity. Another important outcome was the formation of a learning community as a forum for non-formal learning at the local level. This learning community serves as a shared space for the community to engage in literacy activities collectively. The existence of this learning community serves as a primary means of

maintaining the continuity of literacy activities during the community service. The existence of this learning community allows reading and writing activities to be carried out in a more structured manner, while remaining flexible and appropriate to community conditions. The learning community also serves as a means of coordination among residents in determining the time, place, and form of literacy activities to be carried out.



Figure 1. Activity Documentation

This activity also resulted in increased social interaction among residents. The collaborative learning process encouraged communication, cooperation, and mutual support among participants. The interactions developed not only within the learning context but also strengthened social relationships within the community. From a social institutional perspective, this community service activity encouraged the involvement of community leaders and local volunteers in supporting literacy implementation. Local leaders played a role in encouraging community participation and helping maintain the sustainability of the established learning community. Overall, the results of this community service activity demonstrated positive changes in participation, basic literacy skills, social dynamics, and the establishment of a community-based non-formal learning platform. These results provide an empirical basis for further discussion on the effectiveness of inclusive literacy movements in community empowerment.

Table 2. Results of the Implementation of Inclusive Literacy Movement Activities

| Results Aspect | Key Findings |
|------------------------------|--|
| Community participation | Increasing the presence and active involvement of residents in literacy activities |
| Basic literacy skills | Gradual development of simple reading and writing skills |
| Learning community | The formation of a learning community as a forum for non-formal learning |
| Social interaction | Increased communication, cooperation and mutual support between residents |
| Involvement of local figures | The active role of community leaders and volunteers in supporting activities |

DISCUSSION

National Literacy and Literacy Inequality at the Local Level

The results of the Community-Based Inclusive Literacy Movement in Butta Ejayya Village need to be read in the context of national literacy achievements and challenges. Data from the Central Statistics Agency (BPS) and the Ministry of Education show that Indonesia's

national illiteracy rate has indeed declined to below 1 percent among the productive age group. However, this data also indicates literacy disparities between regions, particularly in rural areas and communities with limited access to non-formal education (Hendrawati Hamid, 2018). This condition confirms that national success does not always reflect the literacy situation at the local level.

The findings of the activity indicate that the implementation of an inclusive literacy movement based on a learning community in Butta Ejayya Village is a relevant approach to addressing the issue of low literacy and illiteracy at the community level. Inclusive literacy in this activity is not understood solely as the technical ability to read and write, but rather as a social process that opens access to learning for all levels of society without discrimination based on age, educational background, or initial ability. This approach has proven effective in creating a learning space that is more welcoming and adaptive to local conditions. This condition is reflected in the literacy situation in Butta Ejayya Village. Although administratively, this area is relatively close to the center of government and has access to formal education, some community groups still experience limited basic literacy. This indicates that literacy issues are not solely determined by the availability of schools, but also by social, economic, and cultural factors, as well as limited access to sustainable non-formal education (Giyanto et al., 2023). Therefore, a uniform literacy approach that is oriented towards national numbers is less effective in reaching these community groups.

Thus, the findings of this activity confirm that the current literacy issue in Indonesia cannot be viewed solely as a national quantitative issue, but rather as a matter of unequal access and approaches at the local level. The inclusive literacy movement based on learning communities in Butta Ejayya Village demonstrates that literacy interventions rooted in the social context of the community can address the gap between national literacy achievements and local literacy realities, while simultaneously strengthening the agenda of sustainable community empowerment.

Community Participation and the Effectiveness of Participatory Literacy Approaches

Increased community participation in literacy activities demonstrates that participatory and contextual learning strategies are more readily accepted by the community than formal approaches. When the community is actively involved in determining the form, timing, and content of learning, literacy is no longer perceived as a burdensome obligation, but rather as a shared need. This reinforces the view that inclusive literacy is a crucial entry point for building a sustainable learning awareness in the community (Endah, 2020). In this context, the increased participation of the Butta Ejayya Village community in literacy activities demonstrates that literacy issues at the community level are not solely caused by low motivation to learn, but rather by limited space, approaches, and access to appropriate learning. The inclusive literacy approach implemented in this activity aligns with national findings that adult communities with limited literacy require flexible, contextual learning models that do not resemble the formal education system. The increased participation of the Butta Ejayya Village community demonstrates that literacy issues at the community level are not solely caused by low motivation to learn, but rather by limited space, approaches, and access to learning that are appropriate to the community's social conditions. Formal approaches that resemble the school system often present psychological barriers for adults, such as shame, fear of failure, or negative past experiences. A participatory literacy approach can reduce these barriers by creating an egalitarian, non-hierarchical, and mutually supportive learning environment (Dwi Iriani, 2021).

The approach implemented in this activity aligns with national findings that adults with limited literacy require flexible and adaptive learning models. National data shows that literacy programs that mimic the formal education system tend to be less effective in reaching adults and older adults. Therefore, an inclusive literacy approach based on community participation is a more relevant and responsive alternative to community learning needs.

Strengthening Basic Literacy Skills as Capital for Community Empowerment

The development of basic literacy skills demonstrated by participants reflects the effectiveness of community-based learning processes. Collective learning allows for the exchange of experiences and knowledge among residents. In the context of empowerment, this process not only enhances individual skills but also strengthens community self-confidence and independence (Dian Eka Pratiwi Nasution, 2023). Literacy, in this case, serves as the basic capital that enables people to access information, understand their rights and obligations, and participate more actively in social life. The development of basic literacy skills in the community discovered in this activity also strengthens the argument that remaining illiteracy in Indonesia is local and contextual, rather than nationally structural. National data shows that a significant portion of the population still experiencing illiteracy comes from the adult and elderly age groups in rural areas. Findings in Butta Ejayya Village show a similar pattern, where participants in literacy activities are largely residents who were previously excluded from formal education services or sustainable literacy programs.

The Role of Learning Communities in Closing the Literacy Gap

The formation of a learning community as a result of this community service activity becomes relevant when linked to data from the Community Literacy Development Index (IPLM), which emphasizes the importance of providing literacy spaces at the local level. IPLM data shows that areas with a minimum number of community reading parks, literacy communities, and non-formal learning activities tend to have a lower literacy culture. Therefore, the learning community in Butta Ejayya Village can be seen as a concrete effort to bridge the gap between national literacy achievements and local literacy realities. (Nabila *et al.*, 2025). The existence of learning communities is a key element in the community empowerment process. Learning communities serve not only as a means of informal learning but also as a social space that fosters solidarity and collective responsibility. Through learning communities, communities have a space to organize simply, share roles, and manage activities independently. This aligns with the principles of community empowerment, which emphasize strengthening internal capacity and reducing dependence on external parties.

Inclusive Literacy, Social Cohesion, and Community Social Capital

The increased social interaction that occurs during literacy activities demonstrates that community-based learning contributes to strengthening social cohesion. The collaborative learning process fosters more egalitarian, respectful, and collaborative social relationships. In the long term, this social cohesion can become important social capital for communities in addressing various social and development issues at the local level. Increased social interaction and the involvement of community leaders in literacy activities also strengthen the empowerment dimension of the community (Patilaiya *et al.*, 2023). National data shows that the success of literacy programs is heavily influenced by social support and the role of local actors. In these activities, the involvement of community leaders serves as social capital, strengthening the program's legitimacy and encouraging citizen participation.

This demonstrates that inclusive literacy programs integrated with local social structures have a greater chance of sustainability than top-down programs. The involvement of community leaders and local volunteers in inclusive literacy activities strengthens the sustainable dimension of empowerment. Local leaders act as liaisons between community service programs and the community, as well as agents of change at the community level. This role is crucial in ensuring that literacy values and the spirit of learning do not cease when community service activities conclude, but are instead continued and developed by the community itself.

Overall, this discussion confirms that inclusive literacy movements based on learning communities not only impact basic literacy skills but also contribute significantly to the community empowerment process. Literacy is positioned as a strategic tool to strengthen individual and community capacity, build collective awareness, and create a social foundation that supports the independence and sustainability of community development. Therefore, when linked to national literacy data, the results of this activity indicate that community-based interventions remain highly relevant and needed, even though the national illiteracy rate has declined significantly. Inclusive literacy movements based on learning communities serve as a complementary strategy to national macro literacy policies, particularly in optimally reaching underserved community groups. Literacy in this context functions not only to improve technical reading and writing skills but also as a means of community empowerment to build social capacity, participation, and independence at the local level.

CONCLUSION

The Inclusive Literacy Movement based on Learning Communities in Butta Ejayya Village demonstrates the effectiveness of a participatory and contextual literacy approach in addressing literacy issues at the community level. Although the national illiteracy rate has decreased, this activity demonstrates that literacy disparities at the local level still require interventions based on community needs. An inclusive literacy approach can increase community participation, strengthen basic literacy skills, and encourage a growing awareness of sustainable learning. The existence of learning communities plays a crucial role as non-formal literacy spaces that not only improve reading and writing skills but also strengthen social cohesion, self-confidence, and community independence. Therefore, the inclusive literacy movement based on learning communities can be positioned as a relevant and sustainable community empowerment strategy, complementing national literacy policies in reaching underserved communities.

ACKNOWLEDGMENTS

The author would like to express his gratitude to the Institute for Research, Development, and Community Service (LP3M) of Muhammadiyah University of Makassar for their support and facilitation of this community service activity. He also expressed his gratitude to the Romang Lompoa Village Government, the Head of Butta Ejayya Hamlet, community leaders of Butta Ejayya Village, and all residents who actively participated in the implementation of the Inclusive Literacy Movement based on the Learning Community. This activity was made possible thanks to the cooperation and support of all parties.

REFERENCES

- Beni Ahmad. (2024). *Metode Penelitian Kualitatif* (Vol. 4, Issue 4). Pustaka Setia.
- Dian Eka Pratiwi Nasution. (2023). Implementasi Community Based Social Marketing Dalam Program Peningkatan Disability Awareness Oleh Komunitas Peduli Inklusi Nusantara di Blitar. *Commercium*, 5(3), 43–56.
- Dwi Iriani. (2021). Peran Masyarakat Dalam Kegiatan Pemberdayaan Masyarakat di Desa. *Jurnal Pemberdayaan Masyarakat*, X(2), 72–88.
- Endah, K. (2020). PEMBERDAYAAN MASYARAKAT : MENGGALI POTENSI LOKAL DESA. *Jurnal MODERAT*, 6(II), 135–143.
- Giyanto, B., Kurnia, P., Julizar, K., Sari, D. K., & Hartono, D. (2023). Implementasi Kebijakan Komunitas Belajar Dalam Kurikulum Merdeka Belajar Di Indonesia. *Jurnal Pembangunan Dan Administrasi Publik*, 5(2), 25–43.
- Hendrawati Hamid. (2018). Manajemen Pemberdayaan Masyarakat. In *De La Macca Makassar*.
- Jariah, S., Literasi, M., & Literasi, M. (2021). Peran guru dalam gerakan literasi sekolah. *PROSIDING SEMINAR NASIONAL PENDIDIKAN PROGRAM PASCASARJANA UNIVERSITAS PGRI PALEMBANG*, II(3), 846–856.
- Lubis, P., Mardianto, & Irwan, M. (2023). Gerakan Literasi Sekolah : Tantangan Literasi Di Era Digital Dan Cara Mengatasinya. *Jurnal Media Infotama*, 19(2), 487–496.
- Marsuki, N. R., Manda, D., & Najamuddin. (2025). Constructing Sustainable Community-Based Tourism: Institutional Challenges and Local Empowerment in Gowa Regency, Indonesia. *Journal of Humanities and Social Sciences Studies*, V(18), 65–81. <https://doi.org/10.32996/jhsss>
- Maryati, T., Putu, L., & Ariyani, S. (2024). PENGUATAN LITERASI INFORMASI GENERASI MUDA MELALUI GERAKAN LITERASI MASYARAKAT (GLM) DI DESA PEGAYAMAN, BALI. *Proceeding Senadimas Undiksha*, 9(November), 762–769.
- Mawaddah, R., Komariah, N., & Rodiah, S. (2024). Gerakan literasi berbasis inklusi sosial di Taman Bacaan Masyarakat Sehati Kabupaten Bandung. *Informatio: Journal of Library and Information Science*, 4(1), 17–32.
- Mustanir, A., Faried, A. I., Mursalat, A., Kusnadi, I. H., Fauzan, R., Siswanto, D., & Widiyawati, R. (2023). *Pemberdayaan Masyarakat*. PT GLOBAL EKSEKUTIF TEKNOLOGI.
- Mutiani, Abbas, E. W., & Susanto, H. (2020). MEMBANGUN KOMUNITAS BELAJAR MELALUI LESSON STUDY MODEL TRANSCRIPT BASED LEARNING ANALYSIS. *HISTORIA; Jurnal Pendidik Dan Peneliti Sejarah Journal*, 3(2), 113–122.
- Nabila, P., Arismawanti, E., & Alfiatus Zahro. (2025). MENUMBUHKAN BUDAYA LITERASI DAN NUMERASI YANG INKLUSIF MELALUI KEGIATAN RUTIN DAN TERARAH UNTUK MENINGKATKAN KUALITAS PEMBELAJAN DI MI AL KHOIRIYAH PUTUKREJO. *Proceeding International Seminar on Islamic Education and Peace*, 5(III), 581–587.
- Patilaiya, H. La, Sinurat, J., & Budi Sarasati. (2023). *Pemberdayaan masyarakat*. PT. GLOBAL EKSEKUTIF TEKNOLOGI.
- Pujiati, D., Aniq, M., & Wijayanti, A. (2022). Analisis Gerakan Literasi Sekolah di Sekolah Dasar. *Pedagogik Journal of Islamic Elementary School*, 5(1), 57–68.
- Putu Gede Sutrisna. (2020). Gerakan literasi digital pada masa pandemi covid-19. *Stilistika Jurnal*, 8(2), 268–283. <https://doi.org/10.5281/zenodo.3884420>
- Saidang, Hartono, & Baharuddin. (2024). Massifikasi Gerakan Literasi sebagai Upaya

- Meningkatkan Kompetensi Sumber Daya Manusia. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, 7(September), 10012–10016.
- Salamah, E. R., Eka, Z., Trisnawaty, W., & Fitra, H. (2024). Membangun budaya belajar melalui komunitas belajar dalam peningkatan hasil belajar peserta didik. *Abidumasy Journal*, 05(01), 37–43.
- Santoso, B., Jaharudin, J., Hidayat, F. A., & Triono, M. (2025). Pemberdayaan Komunitas Muballigh Muhammadiyah berbasis Masjid Hijau di Masjid Al-Ardi Kabupaten Sorong. *Samakta: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 35–45. <https://doi.org/10.61142/samakta.v2i1.198>
- Sekar, R. Y., & Kamarubiani, N. (2020). KOMUNITAS BELAJAR SEBAGAI SARANA BELAJAR DAN PENGEMBANGAN DIRI. *Indonesian Journal Of Adult and Community Education I-SSN : 2686-6153*, 2(1), 10–15.
- Suyono, Wulandari, I. S., & Titik Harsiati. (2024). Implementasi gerakan literasi sekolah pada pembelajaran tematik di sekolah dasar. *Jurnal Bahasa Dan Seni*, V(II), 116–123.
- Triatna, C. (2022). Membangun komunitas belajar profesional untuk meningkatkan mutu pendidikan di sekolah. *Jurnal Administrasi Pendidikan*, XXII(1), 46–56.
- Widjajanti, K. (2011). Model Pemberdayaan Masyarakat. *Jurnal Ekonomi Pembangunan*, 12(Juni 2011), 15–27.
- Widodo, A., Indraswati, D., & Anar, A. P. (2022). ANALISIS PROSES PEMBELAJARAN LITERASI DAN NUMERASI DASAR INKLUSIF SELAMA PANDEMI COVID-19. *Jurnal Inovasi Pendidikan Dasar (JIPD)*, 6(1), 53–60.