

Strengthening Educational Literacy Among Fishing Families in Mendahara Ilir Village, Tanjung Jabung Timur

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Abstract

This study explores the dynamics of educational literacy within fishing families in Desa Mendahara Ilir, Tanjung Jabung Timur, focusing on how family practices, parental roles, community culture, and school-based initiatives contribute to children's literacy development. Using a qualitative descriptive approach, data were collected through in-depth interviews, direct observations, and document analysis, then examined using thematic analysis to identify patterns across household and community contexts. The findings reveal that fishing families hold strong educational aspirations but face structural barriers such as economic instability, limited parental literacy, and irregular work routines that constrain their ability to support children's learning at home. Schools compensate for these limitations by providing additional instructional support, reading programs, and culturally relevant literacy activities, while the community contributes through storytelling traditions, peer-learning networks, and collaborative initiatives. The study concludes that effective literacy strengthening in fishing communities requires integrated, context-sensitive strategies that empower families and leverage institutional and communal support systems to ensure sustainable literacy development.

Kata Kunci: *Family Literacy, Fishing Communities, Parental Involvement, Home Learning Environment, Community-Based Education*

BACKGROUND

Literacy has become one of the most essential foundations for improving the quality of human resources in the modern era. In many developing regions, however, literacy development remains influenced by social, economic, and cultural factors that shape family practices and community environments. Coastal communities, particularly fishing families, often face structural challenges that limit their access to educational resources and literacy-supportive environments. These challenges create gaps between educational expectations and the lived realities of families whose livelihoods depend on fluctuating marine activities. As a result, literacy development within fishing households becomes a critical issue that requires deeper academic exploration (Febrianto & Hasdiani, 2025).

Fishing families in Indonesia represent one of the most vulnerable groups in terms of educational access and literacy engagement. Their daily routines, shaped by unpredictable weather conditions and economic instability, often limit the time and resources they can allocate to education. Children in these communities frequently participate in family economic activities, reducing their opportunity to engage in structured learning practices. Limited parental literacy further contributes to the cycle, as parents with low educational backgrounds struggle to support their children's learning needs. These conditions reinforce

the urgency of strengthening literacy practices within fishing households (Babussalam & Hariri, 2025).

Desa Mendahara Ilir in Tanjung Jabung Timur offers a unique context in which to examine literacy at the family level. Located in a coastal and riverine area, the village is dominated by fishing livelihoods that depend heavily on seasonal catch patterns. The socioeconomic landscape of the village reflects the daily struggles and adaptive strategies of the fishing community. Educational facilities exist, but literacy engagement at home varies widely due to differences in economic pressure, parental involvement, and cultural practices. These conditions make the village an ideal location for studying how literacy can be strengthened in a challenging environment (Prasetyo, 2024).

Preliminary observations indicate that children from fishing families face diverse literacy barriers, including limited access to books, low exposure to reading activities, and a lack of supportive learning spaces at home. The constraints are not solely material; they also involve patterns of family interaction that do not prioritize educational engagement. For many fishing families, literacy is viewed as a secondary need, overshadowed by the pressure to meet daily subsistence. This perception affects the motivation of children to read, write, and engage in schoolwork consistently. Thus, addressing literacy requires an understanding of how families perceive and value education within their daily routines.

Strengthening literacy in fishing families also involves understanding cultural norms, including communication patterns, collective responsibilities, and local traditions. The communal nature of fishing communities often means that learning occurs through observation and participation rather than formal instruction. While this form of knowledge is valuable, it may not adequately support the academic literacy needed in formal education. As a result, children must navigate two different learning systems: the practical knowledge of their community and the structured literacy demands of school. This duality can create cognitive and motivational tension for learners (Sari et.al, 2022).

Literacy empowerment also requires examining the role of parents as primary influencers in a child's educational development. In Mendahara Ilir, many parents express willingness to support their children's education but feel limited by their own lack of literacy skills. This gap creates a disconnect between parental aspirations and their ability to assist with school-related tasks. The absence of confidence in supporting academic work leads many parents to place full responsibility on schools, reducing the potential for home-school collaboration. Strengthening literacy must therefore include initiatives that empower parents alongside children.

Another important dimension is the availability of literacy-supporting infrastructure. Although schools in Mendahara Ilir provide foundational resources, home literacy environments remain weak due to lack of books, reading corners, and structured reading time. The situation is exacerbated by the absence of community-based literacy centers that could complement family efforts (Sriantini et.al, 2025). Without accessible spaces that encourage reading and writing, children tend to rely solely on school hours for literacy development. This limited exposure makes it difficult for them to achieve sustained literacy growth.

Socioeconomic factors play a significant role in shaping literacy experiences in fishing households. The fluctuating nature of fishing income often makes educational expenses feel burdensome during low-catch seasons. Families must prioritize food, fuel, and gear maintenance over books or learning materials. Such economic vulnerability influences how children view the value of education, sometimes pushing them toward early involvement in fishing activities. These patterns create an intergenerational cycle in which literacy remains underdeveloped (Luthfi et.al, 2025).

Strengthening literacy in this context requires collaborative interventions that involve schools, families, and community leaders. Schools alone cannot compensate for weak literacy practices at home, just as families cannot fully address educational needs without institutional support. Community commitment is essential to ensure that literacy is valued, practiced, and sustained across multiple settings. In many fishing communities, collective initiatives have proven effective in fostering long-term behavioral change. Mendastra Ilir provides an opportunity to examine how such collaborative approaches can be adapted to local cultural dynamics.

The diversity of literacy needs among fishing families suggests that strategies must be tailored rather than uniform. Some families require access to reading materials, others need guidance on creating supportive learning routines, while some benefit from literacy mentoring programs. A nuanced understanding of these differences enables the development of interventions that align with local realities. Effective literacy strengthening, therefore, requires both cultural sensitivity and contextual relevance. A one-size-fits-all approach would fail to address the complexity of challenges faced by fishing families (Fitrah et.al, 2023).

Research on literacy within coastal communities remains limited, especially in the context of family-based literacy empowerment. Most studies focus on school performance or economic hardship rather than the literacy practices occurring at home. This gap highlights the need for a deeper examination of how fishing families construct, negotiate, and sustain educational values. By exploring literacy within the everyday life of families, this study aims to illuminate the sociocultural factors that influence children's learning trajectories. Such insights can enrich the broader discourse on community-based literacy development (Ulfa et.al, 2024).

Given these conditions, the study on strengthening educational literacy within fishing families in Desa Mendastra Ilir becomes highly relevant. It offers an opportunity to understand how families navigate educational demands amid economic uncertainties and cultural traditions. The study also seeks to identify strategies that can empower parents to take a more active role in their children's literacy development. Through this inquiry, literacy is not merely viewed as a set of academic skills, but as a social practice shaped by interactions, values, and lived experiences. Ultimately, the research aims to contribute to educational development that is equitable, context-sensitive, and aligned with the needs of marginalized communities.

METHOD

This study employed a qualitative descriptive approach to explore the dynamics of educational literacy within fishing families in Desa Mendahara Ilir, Tanjung Jabung Timur. The qualitative design was chosen to capture the lived experiences, perceptions, and daily practices of families in a natural setting, allowing for a deeper understanding of the sociocultural conditions that shape literacy behaviors. Data were collected through in-depth interviews with parents, children, teachers, and community figures, as well as through direct observations of home literacy environments and community activities. Additional documentation, including school records, local reports, and community profiles, was used to complement and validate the primary data. This multi-source data collection ensured that the findings reflected a comprehensive view of literacy practices within the fishing community.

The data were analyzed using thematic analysis, which involved organizing the information into meaningful categories and identifying patterns related to family literacy, parental involvement, educational challenges, and support systems. The analysis process began with data transcription, followed by coding, categorization, and interpretation to construct themes that aligned with the research objectives. To maintain the credibility of the findings, member checking was conducted by confirming key interpretations with selected participants, and triangulation was used to cross-verify information from different sources. Ethical considerations were upheld throughout the research by obtaining informed consent, ensuring confidentiality, and respecting cultural norms during data collection. This methodological approach enabled the study to generate rich, contextualized insights into how literacy can be strengthened within fishing families in Mendahara Ilir.

RESULTS & DISCUSSION

Family Literacy Practices and Home Learning Environment in Fishing Households

Observations conducted in Desa Mendahara Ilir revealed that literacy practices within fishing families vary significantly depending on socioeconomic stability and daily routines. Many households lack structured reading activities, as family time is often dominated by work-related tasks or preparation for fishing activities. Children typically complete school assignments independently without parental supervision due to parents' limited literacy skills. Despite these challenges, several families demonstrate a strong desire for their children to succeed academically (Irmansah & Irfan, 2023). However, this aspiration is not always aligned with practical literacy support at home.

The home learning environment is shaped by the spatial constraints of fishing households, many of which have limited space for dedicated study areas. Houses are often small, multi-purpose spaces where sleeping, cooking, and working activities occur simultaneously. As a result, children study in shared spaces where noise and movement frequently disrupt concentration. This condition creates a fragmented learning experience that affects the consistency of literacy engagement. The environment, while warm and communal, does not structurally support focused learning (Wuryani & Nugraha, 2021).

Parents in the community tend to prioritize practical knowledge that supports their fishing livelihood over academic literacy. This prioritization does not indicate a lack of concern for education but reflects the realities of survival in a resource-dependent economy. Many parents expressed that reading and writing seem less immediately useful compared to skills such as repairing nets or navigating waterways. This mindset contributes to literacy being viewed as secondary within the household. Nevertheless, parents generally acknowledge that future opportunities for their children require stronger academic skills (Indriasih et.al, 2024).

Interviews with children indicated that their reading habits are influenced by the availability of materials at home. Most households owned very few books, often limited to religious texts or school-issued materials. Without diverse reading resources, children's exposure to different genres and learning styles becomes restricted. Some children develop reading interest through borrowed materials from school, but these opportunities are sporadic. The absence of reading materials reinforces the cycle of low literacy engagement.

The presence of digital devices, although limited, introduced new literacy experiences for some families. Smartphones, usually owned by parents for communication and fishing-related updates, sometimes serve as tools for accessing educational content. However, internet connectivity in the area is inconsistent, and data costs are a significant barrier. As a result, children's digital literacy remains minimal and largely unstructured. Technology offers potential support, but its use is constrained by economic limitations.

Parents' work schedules also shape the literacy routines of children. Fishing activities often start early in the morning or late at night, leaving parents exhausted during the day. This exhaustion reduces their ability to assist with schoolwork or engage in educational discussions. Children frequently rely on older siblings for help, creating informal peer-teaching dynamics within the household (Mawardi, 2020). Although helpful, this practice depends heavily on the older sibling's literacy competence.

Some families engage in verbal storytelling traditions, which serve as an alternative form of literacy. Parents and grandparents often narrate experiences related to fishing, local history, or moral lessons rooted in community values. These storytelling sessions strengthen children's oral literacy, listening comprehension, and cultural identity. While not aligned with academic literacy standards, these practices contribute positively to linguistic development. The challenge lies in integrating these oral traditions with school-based literacy expectations.

Community cohesion within the village influences learning behaviors among children. Many children study together in informal groups after school, especially when they lack support at home. These peer-study groups often take place in open spaces like verandas or community huts, providing social motivation for reading and writing. While the setting is informal, the collective environment encourages shared learning responsibilities (Nawawi, 2023). This peer-driven literacy environment compensates for limitations within individual households.

Teachers from local schools noted that children from fishing families often arrive at school without completing homework due to inadequate home support. Teachers frequently adjust their instructional approach by providing additional learning time during school hours. This adjustment reflects the gap between school expectations and home capacities. Teachers recognize that home literacy environments shape students' academic readiness, prompting them to offer extra scaffolding.

Despite limitations, several parents showed high commitment to improving their children's education by establishing simple routines such as designated study times. Although resources remain minimal, these families attempt to create consistent patterns that encourage reading and homework completion. These routines demonstrate that literacy development can emerge from behavioral adjustments even without material abundance. Such efforts highlight the potential for literacy strengthening through family-based interventions.

Children's motivation to engage in literacy activities is often linked to the encouragement they receive from their immediate environment. Some children expressed pride when praised by teachers or when older siblings acknowledged their progress. This emotional reinforcement plays a significant role in sustaining literacy engagement. It indicates that literacy development is deeply connected to affective factors within the family. Supportive emotional environments can partially compensate for material limitations (Idrus et.al, 2023).

Overall, the findings suggest that literacy practices in fishing households are shaped by the interplay of economic, cultural, and environmental factors. While families value education, structural and resource-based limitations hinder the full implementation of literacy-supportive routines. Home learning environments are characterized by warmth and communal spirit but lack the organization needed for sustained academic literacy. Strengthening literacy among fishing families therefore requires interventions that go beyond providing materials, focusing instead on empowering families to integrate literacy into their daily lives. These insights highlight the need for context-sensitive literacy programs tailored to the realities of coastal communities.

Parental Roles, Educational Values, and Challenges in Supporting Children's Literacy

Interviews with parents in Desa Mendahara Ilir revealed that most of them hold a strong belief in the importance of education, even though their own schooling was limited. Many expressed aspirations for their children to pursue educational paths that would open opportunities beyond the fishing livelihood. However, these aspirations often contrast with their limited capacity to support daily literacy activities. Parents acknowledge that their lack of reading and writing skills inhibits their involvement in homework assistance. This gap between aspiration and capability forms a central issue in literacy development within fishing households (Rosyadi et.al, 2023).

Parents' roles in supporting literacy frequently center on verbal encouragement rather than direct academic guidance. They motivate children to attend school regularly and

emphasize the value of discipline and respect for teachers. Although these forms of support are non-academic, they contribute to the development of positive attitudes toward learning. Such encouragement helps shape children's educational identity, even when parents are unable to participate in the learning process itself. However, the absence of hands-on literacy support limits the depth of educational reinforcement at home.

Economic conditions significantly influence how parents view and practice literacy support. Many families depend on daily fishing income, which is uncertain and subject to environmental factors such as tides and weather. During difficult periods, parents must focus their energy on securing basic needs, leaving little time for educational engagement. This economic pressure shapes their prioritization, where survival takes precedence over academic concerns. These realities demonstrate how structural challenges indirectly shape literacy practices (Yafiq et.al, 2025).

Time constraints are another critical factor affecting parental involvement. Fishing activities often occur during irregular hours, such as early mornings or late nights, leaving parents fatigued during the day. When children attempt homework at night, parents are often either still working or too tired to assist. This mismatch in daily schedules creates a natural barrier to consistent learning support. As a result, many children develop independent study habits out of necessity rather than preference.

Some parents express feelings of inadequacy when confronted with academic tasks they cannot understand. This emotional burden leads to avoidance behaviors, where parents refrain from engaging in school-related activities to avoid embarrassment. Such responses inadvertently reduce children's opportunities for academic reinforcement at home. These emotional barriers show that literacy challenges are not only technical but also psychological. Addressing confidence and self-efficacy thus becomes an essential part of literacy empowerment.

Despite these challenges, many parents demonstrate strong educational values rooted in hope for their children's future. They regularly remind children about the importance of schooling and express pride in their achievements. These verbal reinforcements help sustain children's motivation even in the absence of academic assistance. The cultural expectation that education can elevate social and economic status is prevalent among fishing families. This perception represents an important foundation upon which literacy initiatives can build (Alfaza et.al, 2025).

Parents frequently rely on teachers to compensate for their limited literacy involvement. They place high trust in schools and view teachers as the primary source of academic guidance. This relationship fosters a positive home–school dynamic where communication is generally respectful. However, heavy reliance on teachers also means that gaps in home literacy environments remain unaddressed. This imbalance reinforces the importance of developing shared responsibility between families and educational institutions.

Some parents attempt to support literacy indirectly by ensuring that children have basic supplies such as notebooks, pencils, and school uniforms. Although these efforts do

not directly involve reading or writing practices, they reflect a desire to provide tangible forms of educational support. Such actions demonstrate that parents contribute within the scope of their capabilities. These efforts show that literacy empowerment must recognize multiple forms of parental involvement, not just academic ones.

Parental roles also intersect with cultural expectations within the fishing community. Many parents expect children to participate in household or fishing-related tasks, especially during peak fishing seasons. These responsibilities reduce the time available for reading or homework. Children often struggle to balance school demands with expected contributions to the family economy. This cultural norm reflects the practical realities of community life rather than a rejection of education.

Social norms regarding gender further influence literacy practices in some households. Girls may be expected to assist with domestic tasks, reducing their study time compared to boys. Boys, on the other hand, may be encouraged to accompany their fathers in fishing activities, limiting their availability for schoolwork. These gendered expectations shape literacy routines and influence children's academic pathways. Over time, such norms can create unequal educational outcomes within the same community.

Parents also face challenges relating to access to information about educational expectations. Some parents reported difficulty understanding school policies, assignment instructions, or communication written in formal Indonesian. This linguistic barrier complicates their ability to participate in school-family engagement activities. When parents do not fully grasp educational information, their involvement naturally decreases. Improving communication strategies between schools and families becomes essential in addressing this gap (Husba, 2018).

The findings show that parental roles in supporting literacy are shaped by a complex interplay of aspiration, limitation, cultural norms, and socioeconomic pressures. Parents value education deeply but often lack the literacy, time, or resources needed to actively support their children's learning. Their emotional commitment forms a strong foundation, yet structural barriers prevent full engagement. Strengthening literacy among fishing families therefore requires interventions that empower parents, address economic constraints, and create culturally responsive support mechanisms. These insights demonstrate that parental involvement is not a matter of willingness but of capacity shaped by lived realities.

Community and School-Based Support for Strengthening Literacy Development

Field observations in Desa Mendaraha Ilir show that community support plays a crucial role in shaping children's literacy development. The village maintains a strong sense of communal solidarity, where neighbors frequently interact and share responsibilities related to children's well-being. This interconnectedness creates informal learning spaces in which children engage with peers and older community members. These interactions provide opportunities for oral literacy development, especially through storytelling and shared conversations. Although informal, these community-based literacy interactions contribute positively to language exposure (Wantah, 2017).

The school serves as the primary formal institution promoting literacy in the village. Teachers demonstrate consistent commitment to providing additional learning support, especially for students from fishing households who lack strong home literacy environments. Several teachers reported giving extra help before or after class to reinforce reading and writing skills. Their willingness to extend instructional time reflects an understanding of the unique challenges faced by families in the community. This support helps bridge the gap between school expectations and the realities of students' home environments.

Schools in Mendahara Ilir also organize reading programs aimed at fostering literacy engagement beyond regular instructional hours. Activities such as morning reading sessions, mobile book corners, and peer-reading groups have been implemented to promote reading habits. These programs offer children exposure to a variety of texts they do not have access to at home. By incorporating reading into daily routines, the school attempts to normalize literacy practices within the broader community context. Such programs are essential for sustaining consistent literacy development (Nisak et.al, 2025).

Community leaders, including local religious teachers and village elders, contribute to literacy through culturally embedded practices. They frequently share moral stories, religious teachings, and historical narratives that nurture children's listening and comprehension skills. These community figures hold respected positions, making their messages influential in shaping children's attitudes toward learning. Their involvement demonstrates that literacy development extends beyond formal schooling. Integrating cultural knowledge with academic literacy offers a holistic approach suitable for coastal communities.

Despite ongoing efforts, the school faces challenges related to resource limitations. Textbooks and teaching materials are often shared among students due to budget constraints, limiting individual engagement with reading materials. Teachers frequently rely on improvisation or self-developed materials to supplement instruction. While these efforts reflect creativity and dedication, they also highlight structural gaps in educational support. Strengthening literacy development requires addressing these material shortages to ensure equitable access to learning tools.

Parents, though limited in academic support, participate actively in school events that promote literacy awareness. They attend meetings, cultural celebrations, and religious activities organized by the school, fostering a shared understanding of educational goals. These interactions create opportunities for the school to communicate literacy expectations in accessible ways. The presence of parents in these events reinforces children's sense of belonging and motivates them to take literacy activities more seriously. Such participation forms an important foundation for strengthening home-school collaboration.

Peer learning is another significant contributor to literacy development within the community. Students often form informal study groups after school, particularly those living in close proximity along the riverbanks. These gatherings allow children to exchange ideas, practice reading, and discuss school assignments together. Peer networks help compensate for the limited academic support available at home. The collaborative nature

of these groups reflects the social fabric of the fishing community, where collective effort is highly valued (Susanto et.al, 2024).

The village has witnessed emerging interest in establishing community-based literacy initiatives, such as small reading circles led by volunteers. Although still in early stages, these initiatives demonstrate the community's awareness of the importance of literacy. Volunteers, including young adults and older students, offer assistance to younger children in reading and completing homework. These efforts show potential for developing sustainable community literacy programs. Support from local authorities could further strengthen these early initiatives.

School administrators also emphasize the importance of integrating literacy into broader educational programs, such as character education and religious activities. During weekly religious gatherings, teachers incorporate reading exercises related to Islamic texts, encouraging students to practice reading fluency. This integration situates literacy within meaningful cultural contexts, making learning more relevant to students' lived experiences. As a result, literacy becomes not only an academic task but a component of moral and spiritual development (Aeywaldy et.al, 2025).

Collaboration between the school and community organizations has also contributed to literacy strengthening. Local youth groups occasionally assist the school in delivering educational campaigns or organizing events that promote reading habits. These collaborations enhance children's exposure to positive role models and expand their learning environments beyond the classroom. Such partnerships illustrate how multi-stakeholder involvement can foster literacy development more effectively. Sustaining these collaborations requires continuous dialogue and shared commitment.

Teachers noted that community support becomes especially important during periods of economic hardship, when families struggle to prioritize education. During such times, neighbors often share school supplies or offer assistance to children experiencing difficulties. These acts of mutual support reflect the communal culture that characterizes fishing villages. While informal, these contributions play an important role in maintaining children's educational continuity. This demonstrates that literacy development in the village is a collective responsibility.

Overall, the findings indicate that literacy strengthening in fishing communities requires both school-based initiatives and community participation. Schools provide structured learning and targeted literacy programs, while the community offers cultural and social support that enriches children's learning experiences. The synergy between these two spheres creates a more comprehensive foundation for literacy growth. To maximize impact, literacy interventions must acknowledge community strengths while addressing structural limitations in educational provision. Such an approach ensures that literacy development is inclusive, sustainable, and responsive to local realities.

CONCLUSION

The findings of this study demonstrate that strengthening educational literacy among fishing families in Desa Mendahara Ilir requires an integrated approach that acknowledges

the interplay between household practices, parental capacities, community culture, and school-based support systems. While families show strong aspirations for their children's educational success, economic pressures, limited literacy skills, and irregular work routines constrain their ability to provide structured learning environments at home. Schools play a pivotal role in compensating for these limitations through targeted programs, teacher-led interventions, and culturally relevant literacy activities, while the community contributes through oral traditions, peer learning, and collective support mechanisms. The synergy between formal and informal learning environments emerges as a key driver of literacy development in this coastal setting. Overall, literacy empowerment in fishing communities must be context-sensitive, collaborative, and designed to strengthen both family engagement and institutional support to ensure sustainable educational outcomes.

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