



## Transforming Community Literacy: an Analysis of Vision, Mission, and Literacy Programs at Rumah Pintar Punggur Cerdas

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### ABSTRACT

This study explores the role of Rumah Pintar Punggur Cerdas as a community-based literacy center in transforming literacy practices in Kubu Raya, Indonesia. Using a qualitative case study approach, the research analyzes the vision, mission, and literacy programs implemented to understand their contribution to community empowerment and social transformation. Data were collected through in-depth interviews with program facilitators and participants, participatory observations, and document analysis. The findings reveal that the strategic alignment between Rumah Pintar's vision and mission and local needs has driven the development of inclusive, adaptive, and impactful literacy programs. These programs have successfully enhanced functional and critical literacy, strengthened social cohesion, and supported sustainable community development. This study contributes to the field of community literacy by highlighting the effectiveness of locally-driven, community-based approaches.

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## **INTRODUCTION**

Literacy is one of the fundamental pillars of building a competitive society in the information era (Wagner & Hedidar, 2023). Literacy encompasses not only reading and writing skills but also critical thinking, understanding information, and applying it in daily life (Amin et al., 2023). Amid rapid technological advancements, the need for well-targeted and relevant literacy programs has become increasingly urgent. Literacy is no longer a mere basic skill but a key factor for success in addressing global challenges.

Research on societal literacy reveals that literacy extends beyond the basic ability to read and write; it also involves critical skills to access, understand, and utilize information to enhance quality of life (Kartikasari, 2024). Indonesia, numerous literacy programs have been developed by the government and non-governmental organizations, yet their effectiveness remains limited due to various challenges, including budget constraints, lack of inter-institutional coordination, restricted access to reading materials, low public awareness of literacy importance, and limited quality of human resources (Nugraheni & Cicih Wiarsih, 2023).

Communities with low literacy levels often face difficulties in accessing relevant information and participating in social and economic activities (Muti'ah et al., 2023). Rumah Pintar Punggur Cerdas emerged as a response to the need for more adaptive and empowering literacy initiatives, with a clear vision and mission to support the transformation of local literacy. This study analyzes the vision, mission, and literacy programs implemented by Rumah Pintar Punggur Cerdas, highlighting how a local literacy institution can adapt to existing challenges and effectively address community needs.

Rumah Pintar Punggur Cerdas serves as a catalyst for social transformation in the Punggur area by prioritizing an inclusive and participatory approach (Amalia et al., 2024). However, achieving these objectives requires the realization of its vision and mission through well-planned, relevant, and impactful literacy programs for the target community (Ali Maksum et al., 2024).

Despite its efforts in implementing various literacy programs, Rumah Pintar Punggur Cerdas continues to face challenges such as limited resources, government support, and community participation. Hence, an in-depth analysis of its vision, mission, and literacy program implementation is essential. This analysis aims to assess the extent to which these programs drive community literacy transformation, identify their strengths and weaknesses, and provide recommendations for future development (Mahdi, 2020).

Studies on the importance of community-based literacy approaches, including UNESCO's research on sustainable literacy focusing on empowerment and contextual adaptation in rural areas (Ali Maksum et al., 2024), underline the significance of literacy projects tailored to specific local needs. Community-based literacy programs significantly improve literacy levels in rural areas by fostering community engagement and addressing local requirements, ultimately contributing to better educational outcomes and

empowerment (Keiser, 2024). Rumah Pintar Punggur Cerdas adopts this approach by aligning its vision, mission, and programs with local needs.

The uniqueness of this research lies in its focus on how the vision, mission, and literacy programs at Rumah Pintar Punggur Cerdas are specifically developed to transform literacy in the local community. Within the context of community-based literacy, this study offers new perspectives on how local institutions can effectively address broader literacy needs, make tangible impacts on quality of life, and propose sustainable literacy management practices.

This research aims to examine how the vision, mission, and literacy programs designed at Rumah Pintar Punggur Cerdas can serve as tools for literacy transformation within the community. By understanding these elements, this study seeks to identify more effective strategies to enhance community literacy and provide recommendations for the development of adaptive and sustainable literacy programs in the future.

## LITERATURE REVIEW

### A. Community Literacy

Literacy is no longer merely understood as the ability to read and write but as a complex social practice influenced by culture, local contexts, and community needs (Magalhães et al., 2023; Sterponi & Zhang, 2023). The New Literacy Studies, developed by Street (Papen, 2023), assert that literacy is a socially situated practice that varies according to context. Within community settings, literacy serves to strengthen social engagement, enhance life skills, and empower communities to address local challenges. Community literacy is often linked to empowering individuals to engage critically and transform their realities, as emphasized by Freire (Takaki, 2021) in the concept of Critical Literacy.

Literacy is positioned as a tool enabling individuals to understand, analyze, and ultimately transform their social realities (Prinsloo & Krause-Alzaidi, 2023). This approach broadens literacy beyond the technical skills of reading and writing, making it a process through which individuals can comprehend power relations in society, recognize injustices, and take action to improve their quality of life (Suanno, 2021). Community literacy grounded in Critical Literacy thus enhances technical skills while also building individuals' capacities to engage in social transformation, creating communities that are more just, inclusive, and empowered.

### B. Vision and Mission as Foundations for Literacy Programs

A clear vision and mission are essential elements for the success of community-based literacy programs. The vision represents the desired future outcome, while the mission outlines the specific actions and steps necessary to achieve that vision (Aulia et al., 2024). Vision and mission serve as vital goals guiding the activities of educational institutions and ensuring the delivery of quality services to learners (Sulastri et al., 2021). Community literacy initiatives focus their vision and mission on empowering communities to create relevant

and sustainable literacy programs, fostering critical thinking, and improving the living standards of local populations (Amaria & Hafidz, 2021). In the context of Rumah Pintar, a vision and mission that integrate local needs with community empowerment can serve as the foundation for effective literacy programs. Such alignment ensures that literacy initiatives are not only practical but also resonate with the cultural and socioeconomic realities of the community.

### C. Literacy Programs in Social Transformation

Community-based literacy programs have proven effective in addressing literacy challenges. Studies by Handayani Setyaningsih & Kharismawati, (2020) and Kartikasari, (2024) demonstrate that well-designed literacy programs initiated by local governments, such as community reading gardens, encourage public participation and well-being. These efforts contribute to sustainable development, better living conditions, and the enhancement of human resource quality.

Community literacy programs involve community members in planning and implementation, fostering a sense of ownership (Prinsloo, 2023). For instance, the selection of themes and reading materials often reflects local relevance, focusing on areas such as agriculture, arts, entrepreneurship, or health (Arbarini & Subyantoro, 2017). These programs are typically led by individuals from within the community who understand the local context and can build close relationships with participants. Effective literacy programs enable communities to actively participate in economic, educational, and social activities, directly contributing to inclusive development. Social inclusion-based development through literacy programs ensures that all societal elements have equal opportunities to access education and training, enhancing their well-being (Nur Latifa Hanum et al., 2022).

## **METHODOLOGY**

This study employed a qualitative approach with a case study design to analyze the transformation of community literacy at Rumah Pintar Punggur Cerdas. A qualitative approach was utilized to explore the meanings, processes, and impacts of community-based literacy programs (Anggito & Setiawan, 2018). The study aimed to holistically understand the phenomenon within the social and cultural context of the Rumah Pintar Punggur Cerdas community (Sandars, 2021). Rumah Pintar Punggur Cerdas was selected as the research site due to its unique characteristics as a community-based literacy center focusing on community empowerment through literacy. This approach was chosen because the research emphasizes an in-depth understanding of the vision, mission, and literacy programs implemented, as well as their impact on the local community.

Data collection techniques included in-depth interviews, participatory observation, and document analysis. Interviews were conducted with the managers of Rumah Pintar, facilitators, and program participants to understand their perspectives on the vision, mission, literacy programs, and their

experiences. Participatory observation was carried out during several literacy programs to gain direct insights into program implementation, participant interactions, and community dynamics. Document analysis involved secondary data, including documents on vision and mission, activity reports, and program photographs, to complement the primary data.

Data were analyzed using a thematic approach to identify relevant patterns related to community literacy transformation, program impacts, and the roles of vision and mission. Triangulation was performed by comparing the results of interviews, observations, and document analysis to enhance the validity of the findings.

## RESEARCH RESULT

### Vision and Mission of Rumah Pintar Punggur Cerdas

Rumah Pintar Punggur Cerdas has a Vision and Mission to be achieved. The Vision of Punggur Cerdas Smart House in Kubu Raya is as follows: "To create a religious, well-characterized, intelligent, skilled, independent, and productive society to improve living standards and develop a lifelong learning culture."

Mission:

1. Mobilizing Resources and Community Participation in Educational Programs:  
This mission focuses on gathering support from various stakeholders, including governments, organizations, communities, and individuals, to provide necessary resources. It aims to actively involve the community in the planning, implementation, and evaluation of educational programs, fostering a sense of ownership of the literacy initiatives..
2. Improving Community Literacy Quality and Interest:  
This mission seeks to enhance community access to high-quality and relevant reading materials. By offering engaging book collections and interactive literacy programs, Rumah Pintar strives to cultivate a reading culture, particularly among children and adolescents, as a foundation for improving knowledge and quality of life.
3. Developing Children's and Community Potential:  
This mission focuses on facilitating children and community members in discovering and developing their talents and potential. Programs such as skills training, arts, and sports provide opportunities for individuals to grow creatively and productively.
4. Enhancing Skills Based on Local Potential:  
The mission leverages local strengths, such as handicrafts, traditional foods, or natural resource processing, to improve community skills. Through this local potential-based approach, Rumah Pintar promotes economic independence while preserving cultural heritage..
5. Integrating Technology, Information, and Communication in Educational Programs:  
In the digital era, this mission integrates technology into learning processes. Rumah Pintar provides technology-based facilities, such as computers and internet access, and offers digital training to improve the

community's technological literacy, preparing them to adapt and compete in a rapidly changing world.

Objectives of Rumah Pintar Punggur Cerdas:

1. To provide a learning platform for children and the community in Punggur Village.
2. To increase reading interest, develop children's potential and talents, and introduce technology-based learning.
3. To familiarize and practice Islamic values in daily life.
4. To encourage parental and community participation in advancing children's education.
5. To develop community skills based on local potential.
6. To improve family and community living standards.

Literacy Programs at Rumah Pintar Punggur Cerdas

1. Literacy Program for Eliminating Illiteracy  
This program focuses on reducing illiteracy in the community by equipping individuals with basic reading and writing skills. It is tailored to meet participants' needs, employing methods that range from basic literacy instruction to simple text comprehension.
2. Digital Literacy Program:  
This program aims to enhance digital literacy by providing access to digital resources, such as e-books and online learning materials, in collaboration with Gramedia. It also offers training in basic digital skills, including safe internet navigation and digital information management, empowering participants to utilize technology effectively.
3. Science Literacy Program  
The program emphasizes recycling and waste processing to create economically valuable products. Participants learn basic scientific concepts related to waste management and acquire practical skills to turn organic and inorganic waste into usable or sellable items, such as compost and handicrafts.
4. Cultural Literacy Program  
This program preserves local values and introduces traditional culture to the younger generation through activities like hadrah (Islamic traditional music using tambourines) and traditional dance training. These activities foster cultural identity, discipline, teamwork, and community cohesion.
5. Numeracy Literacy Program  
This program aims to enhance participants' numerical skills, focusing on everyday applications like budgeting, shopping, and basic mathematics. It combines practical and contextual learning approaches, making mathematical concepts accessible and relevant to participants' daily lives.

## **DISCUSSION**

Vision and Mission of Rumah Pintar Punggur Cerdas

Rumah Pintar Punggur Cerdas has established its vision, mission, and objectives to achieve specific societal goals. Its vision and mission reflect a

comprehensive approach to building a quality society across various aspects, including religiosity, character development, independence, skills, and improved living standards. According to the vision theory in leadership (Wanasika & Krahnke, 2017), vision serves as a long-term goal or an ideal future state, essential for guiding organizations through dynamic environments.

The vision, "To realize a religious, character-driven, intelligent, skilled, independent, and productive society," demonstrates a strong aspiration to shape individuals and communities capable of making positive contributions to development. This vision, oriented toward lifelong learning, aligns with the concept of lifelong education, which is crucial for fostering adaptive individuals who can keep pace with advancements in knowledge and technology.

The mission of Rumah Pintar Punggur Cerdas emphasizes mobilizing resources, improving literacy quality and interest, developing local skills, and leveraging technology. These missions resonate with the theory of local community participation in non-formal education (Tajudin et al., 2019). Which highlights the importance of local community involvement in enhancing educational outcomes and fostering community development. Research by Febriany (2023) reinforces this perspective, demonstrating how non-formal education programs in Tanah Ombak focus on capacity building, helping participants develop skills and positive behaviors to break the cycle of poverty.

The mobilization of resources and community involvement fosters empowerment, enhancing social and economic independence (Hikmawati, 2022). Moreover, Freire's theory of conscientization (Macedo, 2022) underlines the importance of critical awareness, which Rumah Pintar promotes through literacy programs to foster a reading culture and raise awareness about the significance of education. Freire's conscientization theory asserts that education is not merely a transfer of knowledge but a process to build societal awareness of their social realities.

In Rumah Pintar's context, this approach manifests through literacy programs that aim to not only improve reading habits but also cultivate awareness of education's role in improving quality of life. These programs serve as platforms for the community to recognize education as a tool for liberation and self-development, aligning with Freire's vision of education as a fundamental force for social transformation.

Rumah Pintar Punggur Cerdas also seeks to optimize community potential through its third mission as a source of social and intellectual capital. Becker's Human Capital Theory posits that investing in education enhances individual skills and productivity (Costin, 2023). Education serves as an investment in human resources, increasing productivity and individual performance through accumulated knowledge, skills, and experiences over time (Rothomi & Rafid, 2023). By providing skills development based on local potential, Rumah Pintar not only enhances individual competence but also strengthens the local economy by tailoring skills to community needs.

The integration of information and communication technology reflects a commitment to adapting to contemporary developments. According to Everett

Rogers' Diffusion of Innovations theory (Pašti, 2022), technological adaptation in education plays a pivotal role in accelerating learning processes and improving access to information. Technology serves as a means to broaden horizons and knowledge, especially for those with limited access to educational resources.

In the local context of Rumah Pintar Punggur Cerdas, the Diffusion of Innovations theory highlights how technology accelerates learning and expands information access for the residents of Punggur Kecil Village and surrounding areas. By incorporating technology into its literacy programs, Rumah Pintar facilitates easier access to knowledge for communities, particularly in regions with restricted formal educational resources. Educational technology improves access to education in rural areas (Funan, 2024). By providing technology-based facilities, Rumah Pintar acts as a learning hub connecting communities with previously inaccessible information, fostering broader and more sustainable knowledge and skill development.

The mission to develop skills based on local potential aligns with the concept of community-based education (Oyasu, 2019), emphasizing that developed skills must be relevant to community potential and needs. This approach supports the creation of independent and productive communities where acquired skills can be applied directly in daily life, contributing to improved living standards (Ulupinar et al., 2019). By leveraging local potential as the foundation for skills development, Rumah Pintar not only delivers training relevant to community conditions and needs but also empowers residents to manage and develop available resources independently. This approach provides learning opportunities that directly benefit communities while promoting social and economic sustainability at the local level.

Efforts to enhance reading quality and interest are critical strategies to build an informed and knowledgeable society. This mission is strongly aligned with Rumah Pintar Punggur Cerdas's goals. According to Deci and Ryan's Self-Determination Theory (Luria, 2022), intrinsic interest and motivation in learning are key factors in fostering critical thinking. By offering literacy programs and an adequate collection of books, Rumah Pintar helps communities develop a sustainable interest in reading, creating a society that is better informed and more aware of local and global issues.

Reading habits are a significant determinant of literacy development and educational achievement. Studies indicate that elementary school students often prioritize activities such as computer games and television over reading, leading to a gradual decline in interest from grades 1 to 4 as preferences shift (Dovhan & Moskovchuk, 2023). Encouraging children's reading motivation requires the development of several components, including intrinsic motivation, accessibility to relevant and engaging reading materials, and social support from peers and family, which can positively influence reading habits (Oktorina et al., 2023).

Rumah Pintar Punggur Cerdas embodies the components outlined by Luria (2022 and Oktorina et al., (2023) in fostering positive reading habits, including intrinsic motivation, accessible relevant materials, and social support.

By providing suitable and engaging reading materials for the local community, Rumah Pintar encourages intrinsic motivation rooted in individual needs and interests. Additionally, social support from families and active community involvement in literacy activities strengthens these habits, making literacy a sustained cultural practice.

This approach aligns with Rumah Pintar's mission to enhance reading quality and engagement. By providing relevant and captivating reading resources while fostering social support within the community, Rumah Pintar creates a conducive environment for developing constructive reading practices. Through the interaction of intrinsic motivation, resource availability, and active community participation, Rumah Pintar not only promotes literacy but also empowers individuals to achieve their intellectual and social potential.

The formulation of the vision and mission of Rumah Pintar Punggur Cerdas as a strategic and well-directed organizational foundation has had a positive impact on the Kubu Raya community. Guided by the theories of transformational leadership, community-based education, and the lifelong learning approach, Rumah Pintar has successfully developed impactful programs aligned with its vision to create a religious, intelligent, skilled, independent, and productive society. This serves as an ideal model for the development of community-based learning centers, where a clear vision and mission act as the driving forces behind the success and sustainability of programs benefiting the community.

#### *Literacy Programs at Rumah Pintar Punggur Cerdas*

In addition to the vision and mission outlined above, Rumah Pintar Punggur Cerdas has set specific objectives to achieve. Establishing these objectives is a critical part of its planning function before implementing literacy programs. According to Rahmah et al., (2019), one of the fundamental steps in planning is defining a set of objectives that begin with determining the needs or goals of the organization.

Organizational objectives refer to the goals and targets an organization aims to achieve (Musgrave et al., 2024). These objectives are essential in guiding management and operations (Verboncu & Şerban, 2015). The specific objectives of Rumah Pintar Punggur Cerdas are as follows:

1. To provide a learning platform for children and the community in Punggur Village.
2. To increase reading interest, develop children's potential and talents, and introduce technology-based learning.
3. To introduce and instill Islamic values in daily life.
4. To encourage parental and community participation in advancing children's education.
5. To develop community skills based on local potential.
6. To improve the living standards of families and the community.

Efforts to achieve these objectives require programs aligned with the established vision, mission, and goals of Rumah Pintar Punggur Cerdas Kubu

Raya. Organizations typically formulate strategic objectives to fulfill their vision and mission, employing project management to implement programs that align with these goals (Singh, 2017). The literacy programs implemented by Rumah Pintar Punggur Cerdas that reflect its mission and objectives include:

1. A literacy program aimed at eradicating basic illiteracy in reading and writing.
2. Financial literacy focusing on managing natural resources by the local community.
3. Digital literacy through access to digital resources facilitated by a partnership with Gramedia.
4. Science literacy, which involves transforming waste into valuable products.
5. Civic and cultural literacy, including activities such as hadrah training.
6. Numeracy literacy.

The literacy program at Rumah Pintar Punggur Cerdas focuses on eradicating illiteracy within the community, particularly among early primary school children, with the primary aim of assisting individuals lacking basic reading and writing skills in both Arabic and Latin scripts. Literacy in reading and writing is crucial for students as it enhances their vocabulary and language skills (Khofiyya et al., 2023). Reading and writing are fundamental processes within the teaching and learning framework, viewing language as a medium for interaction and meaning-making, thereby emphasizing its significance as a social practice in early primary education (Paz & Coutinho, 2022).

This program is designed to reduce illiteracy rates and improve basic literacy skills in the Punggur Kecil Village of Kubu Raya. Additionally, it serves as a collaborative effort between schools, teachers, and Rumah Pintar Punggur Cerdas to foster reading habits among the local community. The literacy program provides comprehensive support to participants by offering easily understandable reading materials, such as foundational books and engaging educational resources, to enhance their interest in learning. Educators and volunteers at Rumah Pintar Punggur Cerdas play an active role in gradually guiding participants, ensuring they feel comfortable and motivated to develop their literacy skills. Through this approach, the program not only builds foundational literacy but also encourages a culture of learning within the community.

The next literacy program is financial literacy, which focuses on the management of natural resources by the local community. The financial literacy program at Rumah Pintar Punggur Cerdas emphasizes managing local natural resources as an effort to enhance financial management skills rooted in regional potential. The management of natural resources by the community aims to strengthen social capital, transforming the community into a knowledgeable and skilled society capable of improving the local economy (Costin, 2023).

This program seeks to equip the community with knowledge and skills to manage, optimize, and develop the natural resources in their environment to create economic value. Local natural resource management should involve the active participation of local communities in decision-making processes

(Kleftoyanni & Vrahnakis, 2024). Such participatory management highlights the importance of direct community involvement in governing their resources, with the primary goal of achieving sustainability through an approach that values local knowledge, needs, and aspirations. This program aligns with the mission of Rumah Pintar Punggur Cerdas, specifically in developing skills based on local potential.

The third literacy program is digital literacy, facilitated by providing digital resources through a partnership with Gramedia. Digital literacy encompasses the knowledge and skills required to effectively navigate, evaluate, and create information using digital technology (Mensonides et al., 2024). The digital literacy program at Rumah Pintar Punggur Cerdas is designed to enhance the community's ability to access and utilize digital technology. Through its collaboration with Gramedia, Rumah Pintar Punggur Cerdas provides access to various digital resources, such as e-books, articles, and relevant online learning materials that the local community can utilize. Additionally, the program educates teenagers on techniques for protecting personal data and identifying valid news while addressing hoaxes. Digital literacy, as a multifaceted competence of the 21st century, includes technical proficiency, critical thinking, ethical behavior, and social responsibility in digital environments (Alom & R, 2024).

This theoretical framework aligns closely with the digital literacy programs implemented by Rumah Pintar Punggur Cerdas. Digital literacy is not merely about technical skills but also involves critical thinking, ethical behavior, and social accountability within the digital ecosystem. Rumah Pintar Punggur Cerdas addresses these needs by offering a literacy program emphasizing comprehensive skills to meet the challenges of the digital age. Overall, this program serves not only as a platform for providing access to technology but also as a means to develop digitally competent individuals prepared for the demands of the 21st century. The literacy program at Rumah Pintar Punggur Cerdas plays a critical role in equipping the local community with comprehensive skills, enabling them to become smarter, more critical, and responsible technology users.

Science literacy is equally significant and warrants discussion in this study. Rumah Pintar Punggur Cerdas has developed a science literacy program that includes training children and residents to recycle plastic waste into handcrafted items such as bags, wallets, and accessories. This training enhances creative skills and offers an alternative source of income for families. The waste-processing approach adopted by Rumah Pintar Punggur Cerdas aligns with the concept of science literacy, which, according to Afkar et al., (2024), involves the ability to read, comprehend, evaluate, and apply scientific information critically, extending to practical skills like waste management based on scientific and economic principles.

This initiative is consistent with two core objectives of Rumah Pintar Punggur Cerdas: developing community skills based on local potential and improving the living standards of families and society. By merging scientific knowledge with practical applications, the program empowers the community

with economically viable solutions while promoting sustainability and innovation.

Introducing Indonesian culture to the younger generation is a crucial step in preserving cultural heritage and national identity amidst the currents of globalization. One of the initiatives undertaken by Rumah Pintar Punggur Cerdas to promote cultural understanding is through its cultural literacy program. Cultural literacy encompasses awareness and appreciation of cultural diversity, as well as the ability to communicate and engage effectively with individuals from various cultural backgrounds (Ahadiyyah et al., 2024). It involves understanding and participating in the cultural practices and expressions of diverse groups (Li et al., 2023). The cultural heritage introduced to the younger generation includes not only arts and traditions but also life values that emphasize diversity, solidarity, and unity – guiding principles for navigating the challenges of the modern era.

The cultural literacy program at Rumah Pintar Punggur Cerdas aims to preserve local values and introduce traditional culture to the younger generation. Cultural literacy enhances understanding of both national and local cultures (Nurlia Djafar & Novianty Djafri, 2024). A key activity in this program is the practice of *hadrah* and Malay traditional dance. *Hadrah* is a performance involving a group reciting poems in praise of Allah and the Prophet Muhammad, accompanied by the sound of the *tar*, a traditional drum made of wood and goatskin (Sinin et al., 2024). Additionally, the traditional dances introduced in this program include Malay dances such as *Jepen* and *Zapin*.

Malay traditional dance reflects the rich history and customs of the Malay community, often intertwined with Islamic values, which strengthen cultural identity (Saputra et al., 2023). These dances serve as a medium for storytelling, conveying historical narratives and moral lessons, thereby preserving the community's heritage for future generations (Ardiansyah & Umam, 2024). Learning traditional dances as representations of local culture fosters an appreciation for cultural diversity (Ahadiyyah et al., 2024).

Through the introduction of traditional dance and *hadrah* music, Rumah Pintar Punggur Cerdas strives to reinforce local cultural identity and foster connections among diverse community members. This program not only introduces cultural arts to the younger generation but also facilitates meaningful and positive interactions among participants from different backgrounds. By doing so, Rumah Pintar Punggur Cerdas aims to ensure that this cultural heritage is valued, preserved, and integrated into the community's daily life, enhancing a sense of togetherness and pride in local identity.

The final literacy program developed by Rumah Pintar Punggur Cerdas is numeracy literacy, which plays a crucial role in empowering the community and improving educational quality. Numeracy literacy refers to the ability to use numbers and mathematical symbols to solve everyday problems, analyze information in various forms, and interpret results for making predictions and decisions (Nuryami, 2024). It is essential for independent learning and critical thinking in problem-solving.

Field interviews revealed that numeracy literacy among the community in the village remains low. Many residents of Punggur Kecil Village struggle with budgeting or managing daily and monthly income and expenses. Additionally, students often find it difficult to calculate and solve problems using basic mathematics. Research conducted by Mustamin, (2024) found that the numeracy skills of students at SD Negeri Mattoangin 1 were low, with an average score of 14.85, indicating delayed numeracy development. Based on these findings, the numeracy literacy program was developed to address the low numeracy skills among the residents of Punggur Village.

One of the planned activities includes everyday mathematics games. These activities involve simple games, such as counting objects or using numeracy board games to practice basic mathematical skills. These games help children understand addition concepts, connecting literacy, arithmetic, and logical thinking in mathematics (Pratiwi et al., 2024). The program aims to enhance the basic mathematical skills and logical reasoning abilities of children and residents of Punggur Kecil Village. These skills are highly useful in daily life, such as family financial management, understanding data, and making analysis-based decisions.

## CONCLUSIONS

The vision and mission adopted by Rumah Pintar Punggur Cerdas have proven to be strategic guides in developing literacy programs tailored to the needs of the local community. Its focus on community empowerment and local participation has made these programs more inclusive, adaptive, and oriented toward long-term outcomes. The literacy programs implemented at Rumah Pintar Punggur Cerdas have successfully enhanced the community's functional, digital, and social literacy. Beyond improving reading and writing skills, these programs empower the community to take a more active role in social, economic, and cultural life.

Through a community-based approach, Rumah Pintar Punggur Cerdas has demonstrated that literacy can serve as a tool for social transformation. Literacy transcends being a basic skill, becoming a means to foster critical awareness, strengthen social cohesion, and enhance community well-being. This study provides a significant contribution to the literature on community literacy, particularly within the Indonesian context. Its vision-driven, mission-aligned, and context-specific programs present a replicable model for other regions aiming to support sustainable development and human resource strengthening.

Through this analysis, the study underscores the importance of community literacy as an effective tool for empowerment and social transformation. Rumah Pintar Punggur Cerdas serves as a successful case study, strategically integrating vision, mission, and literacy programs to achieve meaningful and relevant outcomes.

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