

## Strengthening Educational Literacy Through Community Learning Assistance at Sanggar Bimbingan Sungai Mulia 5

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### Abstract

Educational literacy plays an important role in supporting children's academic development, communication competence, and social participation in contemporary society. Children from migrant and marginalized communities often experience educational challenges related to literacy development, learning motivation, and limited access to educational resources. This community service program aims to strengthen educational literacy through community learning assistance at Sanggar Bimbingan Sungai Mulia 5. The program employed a qualitative participatory approach involving school-age children from Indonesian migrant communities through interactive learning activities, literacy mentoring, collaborative educational exercises, and digital literacy integration. Educational activities included guided reading sessions, storytelling, vocabulary exercises, group discussions, educational games, and collaborative learning practices designed to improve literacy competence and student engagement. The results demonstrated significant improvement in students' reading comprehension, communication confidence, classroom participation, learning motivation, and social interaction. In addition, participatory learning methods and supportive mentoring contributed positively to students' emotional confidence and collaborative learning abilities. The integration of digital educational media also strengthened students' familiarity with educational technology and interactive learning resources. Despite challenges related to differences in literacy competence, learning concentration, and limited educational resources, adaptive teaching methods and continuous mentoring supported the successful implementation of the program. Overall, the community learning assistance activities provided valuable opportunities for strengthening educational literacy, educational participation, and student empowerment within migrant learning communities. The implementation of this program also demonstrates that community-based literacy education can contribute positively to sustainable educational development and social empowerment among vulnerable educational groups.

### Keywords

Educational Literacy; Community Service; Learning Assistance; Migrant Education; Collaborative Learning; Digital Literacy



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## INTRODUCTION

Education plays an essential role in supporting children's intellectual growth, social development, and future opportunities within contemporary society. Literacy competence, communication skills, and educational participation are important foundations that influence students' academic achievement and lifelong learning experiences. In modern educational environments, educational literacy is no longer limited to the ability to read and write but also includes critical thinking, communication competence, digital literacy, and active participation in learning activities. According to United Nations Educational, Scientific and Cultural Organization, literacy is a fundamental human right that supports individual empowerment, educational access, and social participation in modern society.

Educational literacy becomes increasingly important within marginalized and migrant communities where children frequently experience educational limitations, language barriers, and restricted access to formal educational resources. Children from migrant families often encounter challenges related to educational continuity, social adaptation, learning motivation, and literacy development. These conditions require collaborative educational support and community-based learning assistance to ensure that children can continue developing academic competence and positive learning experiences.

Sanggar Bimbingan Sungai Mulia 5 serves as an important informal educational center that supports children from Indonesian migrant communities residing in Kuala Lumpur, Malaysia. The sanggar provides educational assistance, literacy activities, and learning support for school-age children who require additional educational opportunities and academic mentoring. Community-based learning centers such as sanggar bimbingan play important roles in strengthening educational access and supporting children's literacy development within migrant and vulnerable communities.

The implementation of educational literacy assistance programs within community learning environments contributes positively to improving children's reading competence, communication skills, and academic confidence. According to UNICEF, supportive educational environments and inclusive learning systems significantly influence children's emotional well-being, educational participation, and literacy development. Therefore, participatory educational activities and collaborative mentoring approaches become essential strategies for improving educational experiences among children within community learning environments.

Reading literacy is one of the most important competencies supporting academic success and lifelong learning participation. Students with strong literacy competence generally demonstrate better comprehension abilities, communication skills, and critical thinking capacity. However, several children within migrant communities continue to experience difficulties related to vocabulary mastery, reading comprehension, and communication confidence due to differences in educational experiences and limited educational resources. These conditions emphasize the importance of literacy-focused educational assistance programs that provide practical and supportive learning opportunities for students.

In addition to literacy competence, learning motivation also becomes an important factor influencing students' educational participation and academic development. Students who possess positive learning experiences and supportive educational relationships are generally more motivated to participate actively in educational activities. According to Organisation for Economic Co-operation and Development, positive classroom experiences and participatory educational methods significantly influence students' engagement, motivation, and educational achievement. Therefore, educational activities that emphasize interaction, collaboration, and enjoyable learning experiences contribute positively to strengthening students' learning interest and educational participation.

The integration of interactive learning methods also plays a significant role in improving educational effectiveness and student engagement. Conventional lecture-based educational approaches often create passive learning environments where students participate minimally during educational activities. In contrast, participatory educational approaches encourage students to become actively involved in discussions, collaborative learning tasks, and practical educational experiences. Group discussions, educational games, storytelling sessions, and collaborative assignments create more enjoyable and student-centered learning environments that support literacy development and social interaction.

Digital literacy has also become increasingly important within contemporary educational systems because technological competence supports access to educational resources and communication opportunities. According to International Telecommunication Union, digital literacy competence contributes significantly to educational participation and information accessibility within modern society. Educational technologies such as digital presentations, educational videos, and interactive learning applications can improve students' engagement and understanding during learning activities. Therefore, integrating digital educational

media within literacy programs helps students become more familiar with educational technologies and strengthens contemporary learning competence.

Community-based educational assistance programs also contribute positively to students' social development and interpersonal competence. Collaborative learning activities encourage students to communicate with peers, share ideas, respect different perspectives, and participate responsibly within group environments. These educational experiences strengthen students' confidence and improve social interaction within learning communities. Furthermore, mentoring relationships between facilitators and students create supportive educational environments that encourage emotional security and positive classroom participation.

The importance of educational support became increasingly evident during and after the COVID-19 pandemic, which significantly affected educational continuity and learning participation worldwide. Many children experienced educational disruption, limited learning access, and reduced classroom interaction during the pandemic period. According to World Health Organization, the pandemic accelerated educational and social challenges that influenced children's literacy development and learning opportunities globally. These conditions highlighted the importance of community-based educational assistance programs that provide flexible and supportive learning opportunities for children within vulnerable educational communities.

Despite the benefits of educational literacy programs, several challenges remain in implementing educational assistance effectively within migrant and informal educational environments. Differences in literacy competence, educational backgrounds, language proficiency, and learning concentration among students often influence classroom participation and learning effectiveness. Limited educational resources, technological access, and learning facilities also become important considerations in implementing sustainable literacy development programs.

Another important challenge relates to maintaining students' learning motivation and literacy development consistently over time. Literacy competence requires continuous practice, educational reinforcement, and long-term mentoring support. Therefore, collaborative educational environments and participatory learning approaches become essential strategies for supporting sustainable educational development among students.

Based on these conditions, strengthening educational literacy through community learning assistance at Sanggar Bimbingan Sungai Mulia 5 has become an important initiative for supporting children's academic development and educational empowerment. Through collaborative learning activities, literacy-focused educational assistance, mentoring sessions, and digital educational integration, students can improve literacy competence, communication confidence, and active participation in learning environments.

Therefore, this community service program aims to strengthen educational literacy and learning participation through community learning assistance activities at Sanggar Bimbingan Sungai Mulia 5. The program focuses on improving students' reading literacy, communication competence, learning motivation, and collaborative educational participation through interactive and participatory educational approaches. By integrating mentoring activities, collaborative learning methods, and supportive educational environments, this program is expected to contribute positively to sustainable literacy development and educational empowerment within migrant learning communities.

## **METHODS**

The community service program entitled "*Strengthening Educational Literacy Through Community Learning Assistance at Sanggar Bimbingan Sungai Mulia 5*" employed a qualitative participatory approach aimed at improving educational literacy, learning motivation, and academic participation among children within the learning community. The implementation of the program emphasized collaborative educational activities, interactive learning methods, and continuous mentoring to support literacy development and educational empowerment. According to United Nations Educational, Scientific and Cultural Organization, literacy education is an important foundation for supporting lifelong learning, communication competence, and social participation. Therefore, the educational activities in this program were designed to encourage students not only to improve literacy skills but also to develop confidence and active participation in learning environments.

The participants involved in the program consisted primarily of school-age children from Indonesian migrant families studying at Sanggar Bimbingan Sungai Mulia 5. Participants were selected based on their participation in learning activities at the sanggar and their need for educational assistance in literacy development and academic support. The diversity of students' educational backgrounds, literacy competence levels, and learning experiences created collaborative educational

environments that encouraged interaction, social participation, and collective learning experiences among students.

The implementation process was conducted through several stages, including preparation, needs analysis, socialization, educational assistance activities, mentoring, and evaluation. During the preparation stage, the service team coordinated with sanggar administrators, volunteer educators, and community representatives to identify students' educational needs and determine appropriate literacy-focused learning materials. Preliminary observations and informal interviews were conducted to analyze students' reading abilities, communication confidence, learning motivation, and participation during classroom activities. The findings indicated that several students still experienced difficulties in reading comprehension, vocabulary mastery, concentration during learning activities, and confidence in classroom participation.

The socialization stage aimed to introduce the importance of educational literacy and active learning participation to students and the surrounding learning community. Facilitators explained the objectives of the program and encouraged students to participate actively in educational activities. The service team also collaborated with sanggar educators and community members to create supportive learning environments that encouraged literacy development and positive educational experiences. According to UNICEF, supportive and inclusive learning environments contribute significantly to improving children's educational participation and emotional well-being.

The educational assistance stage became the core activity of the community service program. Students participated in reading activities, storytelling sessions, literacy games, group discussions, vocabulary exercises, writing practices, and collaborative educational activities designed to improve literacy competence and learning motivation. Interactive and student-centered learning methods were emphasized to create enjoyable and participatory educational experiences. Facilitators utilized visual learning media, educational games, illustrated reading materials, and collaborative assignments to improve students' engagement and concentration during educational sessions.

Digital literacy education was also integrated into the learning activities to strengthen students' familiarity with educational technology and digital learning resources. Students were introduced to educational videos, interactive presentations, and simple digital learning applications that supported literacy development and classroom participation. According to International Telecommunication Union,

digital literacy competence is increasingly important in contemporary education because technological skills support access to information, communication, and educational participation. Therefore, the integration of digital educational media helped students become more familiar with educational technologies while improving learning motivation and literacy competence.

Collaborative learning methods were implemented throughout the educational activities to strengthen students' communication skills, teamwork abilities, and social participation. Group discussions, cooperative learning activities, and peer-assisted educational exercises encouraged students to share ideas, ask questions, and participate actively in solving learning tasks collaboratively. These participatory educational experiences also helped students improve confidence and reduce anxiety during classroom interactions.

Mentoring activities were conducted continuously throughout the implementation process to provide additional guidance and educational support for students. Facilitators assisted students who experienced difficulties in reading comprehension, vocabulary understanding, writing activities, and classroom participation. Mentoring sessions were conducted through direct educational interaction, small-group discussions, and individual learning assistance. Students were encouraged to express opinions, ask questions, and discuss educational challenges openly within supportive learning environments. According to World Bank, continuous educational mentoring contributes positively to improving literacy development and learning outcomes, particularly within vulnerable and marginalized educational communities.

Evaluation activities were conducted at the end of the program to measure the effectiveness of the implementation and identify students' learning progress. Evaluation data were collected through classroom observations, student participation records, literacy exercises, reflective discussions, and informal interviews with students and facilitators. The evaluation focused on measuring students' improvement in reading comprehension, communication confidence, classroom participation, vocabulary mastery, and learning motivation. The findings demonstrated that students experienced significant improvement in literacy competence, educational participation, and confidence during learning activities.

Documentation techniques were also used to record educational activities, student participation, collaborative learning sessions, and mentoring processes. Attendance records, literacy assignments, photographs, reflective notes, and student learning outputs were collected as supporting data for program analysis and

reporting. The collected data were analyzed descriptively to identify the strengths, challenges, and impacts of the community service implementation.

Overall, the participatory and collaborative method applied in this community service program successfully strengthened educational literacy, learning motivation, and social participation among students at Sanggar Bimbingan Sungai Mulia 5. Through interactive educational activities, mentoring sessions, collaborative learning experiences, and digital literacy integration, students improved their literacy competence, communication confidence, and educational engagement. The community-based educational approach also contributed positively to educational empowerment and sustainable literacy development within the learning community.

## FINDINGS AND DISCUSSION

The implementation of the community service program entitled “*Strengthening Educational Literacy Through Community Learning Assistance at Sanggar Bimbingan Sungai Mulia 5*” demonstrated significant contributions to improving educational literacy, learning motivation, and student participation among children within the learning community. Educational literacy has become an essential component in supporting children’s academic development, critical thinking skills, and social participation in modern society. In learning communities that support children from migrant and marginalized backgrounds, educational assistance programs provide important opportunities for improving learning access, strengthening literacy competence, and encouraging positive educational experiences.

The learning assistance activities implemented at the sanggar focused on improving students’ literacy competence through interactive learning methods, collaborative educational activities, mentoring sessions, and participatory classroom practices. Participants involved in the program consisted primarily of school-age children from Indonesian migrant families residing in the surrounding area of Kuala Lumpur. The diversity of students’ educational backgrounds and learning experiences created both opportunities and challenges during the implementation process. Many students demonstrated enthusiasm and curiosity toward educational activities, although some participants initially experienced difficulties related to reading comprehension, communication confidence, and learning concentration.

One of the important findings observed during the implementation process was the improvement of students’ reading literacy and comprehension abilities. At the beginning of the program, several students demonstrated limited vocabulary mastery and difficulties understanding written texts systematically. Through guided reading activities, storytelling sessions, literacy games, and collaborative reading

exercises, students gradually improved their reading fluency and comprehension competence. According to United Nations Educational, Scientific and Cultural Organization, literacy development plays a significant role in supporting lifelong learning and empowering children to participate actively in educational and social environments. The implementation of literacy-focused educational activities at the sanggar therefore contributed positively to strengthening students' academic confidence and communication skills.

The use of interactive and participatory learning methods also improved students' motivation and engagement during educational activities. Facilitators utilized educational games, group discussions, visual learning media, and collaborative assignments to create enjoyable and student-centered learning environments. Students demonstrated greater enthusiasm when learning activities involved active participation and practical interaction rather than conventional lecture-based approaches. Research conducted by UNICEF indicates that child-centered educational approaches improve learning participation and emotional engagement because students feel more comfortable and motivated in supportive educational environments. The implementation of participatory educational activities at the sanggar therefore encouraged students to become more confident and active during learning sessions.

In addition, mentoring activities contributed significantly to improving students' emotional confidence and learning discipline. Many students initially demonstrated hesitation when answering questions, expressing opinions, or participating in group discussions. Continuous educational assistance and supportive mentoring gradually helped students improve communication confidence and classroom participation. Facilitators encouraged students to ask questions, share ideas, and participate actively in educational discussions without fear of making mistakes. According to World Bank, supportive educational environments and mentoring systems contribute positively to improving children's educational participation and learning outcomes, especially within vulnerable and marginalized communities.

The implementation of collaborative learning activities also strengthened students' social interaction and teamwork abilities. Group assignments, literacy discussions, and cooperative educational games encouraged students to communicate with peers and work collaboratively in solving learning tasks. Students learned how to share ideas, respect others' opinions, and participate responsibly within group activities. These collaborative educational experiences contributed

positively to students' interpersonal competence and social confidence. Furthermore, the friendly and inclusive learning atmosphere helped reduce anxiety and encouraged students to participate more actively in educational activities.

Another important finding observed during the implementation process was the improvement of students' learning motivation and educational awareness. Several students initially viewed learning activities as monotonous and difficult; however, interactive educational methods and continuous mentoring gradually changed students' attitudes toward learning. Students became more enthusiastic about attending educational sessions, completing assignments, and participating in literacy activities. According to Organisation for Economic Co-operation and Development, positive educational experiences and supportive learning environments significantly influence students' motivation and academic engagement. The educational assistance program at the sanggar therefore contributed positively to developing students' interest in learning and strengthening educational participation.

Digital literacy also became an important component of the educational activities implemented at the sanggar. Students were introduced to basic digital learning media, educational videos, visual presentations, and interactive educational applications that supported literacy development and learning engagement. The integration of digital educational media helped students understand learning materials more effectively and created more attractive educational experiences. According to International Telecommunication Union, digital literacy has become increasingly important in contemporary education because technological competence supports access to information, communication skills, and educational participation in modern society. Through guided digital educational activities, students developed greater familiarity with educational technologies and responsible learning practices.

The implementation of educational literacy programs also contributed positively to character development and responsible learning behavior among students. Facilitators integrated values related to discipline, responsibility, cooperation, respect, and honesty within educational activities and classroom interactions. Students were encouraged to demonstrate respectful communication, active participation, and positive attitudes during collaborative learning activities. These educational experiences supported not only academic literacy development but also social and moral learning among students. According to Ministry of Education Malaysia, holistic educational approaches that integrate literacy and

character education contribute positively to children's personal and social development.

Despite the positive outcomes observed during the implementation process, several challenges remained during the educational activities. One major challenge involved differences in students' literacy competence and educational backgrounds. Some students required additional assistance and simplified learning explanations due to varying levels of reading ability and language understanding. Facilitators needed to adapt educational methods and learning materials to ensure that all students could participate effectively in educational activities.

Another challenge related to students' learning concentration and consistency during educational sessions. Some students experienced difficulties maintaining focus for long periods, especially during reading and writing activities. Therefore, facilitators implemented interactive learning methods, educational games, and varied classroom activities to maintain students' attention and motivation throughout the learning sessions. The flexible and participatory educational approach helped reduce boredom and encouraged greater student engagement.

Limited educational resources and learning facilities also became important considerations during the implementation process. Although the sanggar provided valuable educational support for children, access to educational media, digital technology, and learning materials remained limited in certain situations. Facilitators therefore utilized creative educational strategies and collaborative learning methods to maximize available resources effectively. Community collaboration and volunteer participation also played important roles in supporting the sustainability of educational activities at the sanggar.

Maintaining sustainable literacy development among students also became an important concern during the implementation process. Literacy competence requires continuous practice, educational reinforcement, and long-term learning support. Therefore, facilitators emphasized the importance of consistent reading habits, active educational participation, and continuous mentoring within the learning community. Follow-up educational activities and collaborative support systems became essential for encouraging sustainable educational improvement among students.

Overall, the implementation of educational literacy assistance at Sanggar Bimbingan Sungai Mulia 5 provided significant contributions to improving students' literacy competence, learning motivation, communication confidence, and social participation. Interactive learning activities, collaborative educational methods, mentoring sessions, and digital literacy integration created positive educational

experiences that supported students' academic and personal development. Although challenges related to educational diversity, learning concentration, and limited resources remained important concerns, participatory educational approaches and supportive mentoring contributed positively to strengthening educational literacy within the learning community. Therefore, the experiences implemented at the sanggar can serve as valuable references for developing community-based educational literacy programs in similar educational and social contexts.

## CONCLUSION

In conclusion, the implementation of the community service program entitled "Strengthening Educational Literacy Through Community Learning Assistance at Sanggar Bimbingan Sungai Mulia 5 " demonstrated significant contributions to improving students' literacy competence, learning motivation, and educational participation. The program successfully provided supportive educational environments that encouraged students to improve reading comprehension, communication confidence, collaborative learning abilities, and responsible learning behavior through interactive and participatory educational activities. The findings revealed that collaborative learning methods, literacy-focused educational activities, mentoring sessions, and digital educational media positively influenced students' engagement and academic confidence. Students demonstrated improvement in reading fluency, comprehension skills, classroom participation, and social interaction during educational activities. In addition, the integration of character education and collaborative learning experiences contributed positively to students' interpersonal competence, discipline, and positive learning attitudes. These educational experiences supported not only academic literacy development but also broader personal and social growth among students. Despite the positive outcomes, several challenges remained during the implementation process, including differences in students' educational backgrounds, varying literacy competence levels, learning concentration difficulties, and limited educational resources. Some students required additional educational support and adaptive learning approaches to participate effectively in literacy activities. These challenges highlighted the importance of flexible teaching strategies, continuous mentoring, and inclusive educational practices in supporting sustainable literacy development within diverse learning communities. Overall, the educational literacy assistance program provided valuable opportunities for strengthening learning competence and educational awareness among children at the sanggar. Through participatory educational approaches, collaborative learning activities, and continuous mentoring, students improved their

literacy abilities, educational confidence, and social participation. The implementation of this community service program also demonstrated that community-based educational assistance can contribute positively to educational empowerment, character development, and sustainable literacy improvement within marginalized and migrant learning communities.

## **REFERENCES**