

INTISARI

Pemberdayaan wilayah rural dirancang untuk meningkatkan taraf hidup masyarakat secara inklusif. Pemerintah Indonesia telah menghadirkan pemberdayaan terpusat yang perlu diselenggarakan oleh pemerintah desa. Desa sendiri memiliki keterbatasan mengakomodasi kebutuhan pemberdayaan di seluruh bidang sehingga ada prioritas pemberdayaan pada beberapa aspek yang dinilai urgen untuk dituntaskan. Penelitian ini bertujuan mengakomodasi pemberdayaan pendidikan di SD Katolik Gayak Filial Nobo, Desa Nobo, Kecamatan Ile Boleng, Kabupaten Flores Timur melalui program peningkatan kemampuan literasi dengan luaran buku visual narasi tiga bahasa. Pada tahap perencanaan pemberdayaan, pendidikan kontekstual serta pendapat Eversole mengenai konteks, aktor, pengetahuan, dan institusi pembangunan digunakan untuk memetakan kebutuhan program pemberdayaan. Adapun secara praksis, *Participatory Action Research* (PAR) digunakan sebagai landasan pengumpulan data sekaligus pelaksanaan sejumlah proses pemberdayaan.

Tahap awal penelitian menunjukkan sejumlah permasalahan di Desa Nobo yakni kurangnya SDM terampil, aksesibilitas fasilitas publik terbatas, PAD rendah, partisipasi masyarakat kurang, dan kemampuan literasi rendah. Adapun potensi desa mencakup ekraf tenun, ketahanan pangan, komunalitas masyarakat, penggunaan bahasa daerah, dan kondisi transisi menjadi masyarakat digital. Fokus utama penelitian ini memberdayakan penggunaan bahasa daerah dan kemampuan fotografi sebagai solusi rendahnya tingkat literasi anak-anak di sekolah dasar melalui program produksi buku visual narasi tiga bahasa yang mendokumentasikan benda, makhluk hidup, dan kegiatan di lingkungan sekitar. Hasil umum penelitian menunjukkan bahwa partisipan penelitian aktif berpartisipasi dan teridentifikasi adanya peningkatan keterampilan pada dua aspek utama yakni menulis dan memotret.

Kata Kunci: Pemberdayaan, PAR, pendidikan, pemetaan potensi desa

ABSTRACT

Rural empowerment is designed to improve people's well-being inclusively. Indonesian government has contributed centralized empowerment that needs to be organized by village governments. The village itself has limitations in accommodating whole-needs of empowerment hence that there are several aspects in priority that are considered urgent to be done. This study aims to accommodate educational empowerment at the Gayak Filial Nobo Catholic Elementary School, Nobo Village, Ile Boleng District, East Flores Regency through a literacy improvement program through production of a three-languages visual narrative book. At the empowerment planning stage, contextual education and Eversole's theory on development context, actors, knowledge, and institution of institutions are used to map the needs of this empowerment program. In practice, Participatory Action Research (PAR) is used as a basis for data collection as well as the implementation of certain empowerment processes.

The initial stage of the study showed several problems in Nobo Village, namely the lack of skilled human resources, limited accessibility to public facilities, low PAD, low community participation, and low literacy skills. The village's potential includes weaving creative economy, food security, community communality, use of regional languages, and conditions of transition to a digital society. The primary focus of this research is utilizing the use of regional languages and photography skills as a solution to the low literacy rate of children in elementary schools through a three-languages visual narrative book production program that elicits photos from objects, living things, and activities in the neighborhood environment. The general results of the study showed that research participants actively participated and identified an increase in two main skills: writing and photography.

Keywords: Empowerment, PAR, education, neighborhood-potential mapping