



Improving Indonesian Language Literacy in A Diverse Local Community: A Case Study of the Level of Indonesian Language Proficiency of the Naulu Tribe in Central Maluku

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Abstract:

This study aims to determine the improvement of Indonesian language literacy among the local community of the Naulu Tribe in Central Maluku. The research was conducted from July 8 to August 8, 2025, in Rohua Hamlet, Negeri Sepa, Amahai District, Central Maluku Regency, Maluku. The participants consisted of 35 members of the Naulu community. This study employed several research instruments, including tests, questionnaires, observations, and interviews. The test instrument consisted of a pre-test and post-test designed to measure Indonesian language literacy skills based on four indicators: reading, writing, listening, and speaking. Questionnaires were used to identify community responses after the implementation of the learning program, while observations focused on social interactions and language use in both educational and community settings. Interviews were conducted to identify challenges, causal factors, and community attitudes toward Indonesian language literacy. The data were analyzed using descriptive qualitative analysis and supported by Gain and N-Gain score calculations to measure literacy improvement. The findings showed significant improvements in all literacy indicators. Reading scores increased from 43.37 to 68.23, writing from 46.69 to 66.12, listening from 59.14 to 71.11, and speaking from 44.16 to 70.66. All categories improved from low to moderate levels. In general, literacy achievement increased from 11% in the initial literacy test to 34% in the final test, indicating a 23% improvement after the learning program. These findings demonstrate that the learning activities effectively improved the Indonesian language literacy skills and understanding of the Naulu community in Central Maluku.

INTRODUCTION

In today's era of globalization, language skills are a fundamental instrument in constructing communication and transferring knowledge, which dialectically shape and are shaped by human socio-cultural realities (Fahmi dkk. 2025). Indonesian, as the national language, functions not only as a means of communication between individuals but also as a medium for accessing knowledge, culture, and information (Iswatul dkk. 2024; Setyawati 2024). The use of Indonesian is essential in local communities that communicate using regional

languages. Therefore, the use of Indonesian within local communities is a crucial element that requires attention, especially in areas with cultural and linguistic diversity, such as Maluku. Research by the Summer Institute of Linguistics (SIL) indicates that there are approximately 117 languages and dialects in Maluku. In addition, there are approximately 100 tribes and sub-tribes, such as the Naulu and Huaulu on Seram Island (Laiuluy 2023; Ajas 2022; Sitompul dkk. 2024).

The Naulu tribe, one of the ethnic groups inhabiting Central Maluku, possesses a unique cultural and linguistic richness (Pudyatmoko dkk. 2025). The Naulu language, known as Tana/ or Nuaulu, has a different structure, vocabulary, and grammar than Indonesian (Devi 2023; Faradika 2025; AMAN 2025). This creates unique challenges for the Naulu people in mastering Indonesian. Improving Indonesian literacy among the Naulu people is crucial. In education, for example, Indonesian is the language of instruction used in the curriculum and teaching and learning process (Rizki dkk. 2023; Nur'aeni dkk. 2019; Purnamasari and Hartono, 2023). Without adequate Indonesian language skills, the Naulu people's access to quality education will be hampered and lead to low levels of education and skills among Naulu children and adolescents, which in turn can impact their future quality of life. Beyond education, Indonesian language skills also play a crucial role in the workplace (Andrian 2024; Zulaeha dkk. 2023). Therefore, improving Indonesian literacy not only supports individual development but also drives the economic and social progress of the Naulu people (Johar 2024; Husni 2022; Masihu dkk. 2025).

Despite its importance, improving Indonesian literacy among the Naulu people faces several challenges. First, the strong influence of the mother tongue in the community. Many members of the Naulu tribe are more comfortable using Nuaulu in everyday communication, so Indonesian is often considered a second language that is not actively used. Second, the lack of access to adequate educational resources, such as books, learning aids, and Indonesian literacy training, is another significant obstacle. This condition certainly affects the quality of education received by Naulu children. Third, community attitudes towards Indonesian also pose a challenge. The Naulu tribe needs to be convinced that mastering Indonesian is not only important for communicating with outsiders, but also for self-development and improving welfare. Therefore, the right strategy is needed to build awareness of the Indonesian language among the Naulu tribe by increasing Indonesian language literacy. In connection with the above background, Indonesian language literacy is urgently needed among the Naulu tribe. The formulation of the research objective is to increase Indonesian language literacy in the diversity of the local Naulu tribe community in Central Maluku.

METODE

Based on the analysis and problem identification, the next step was to design a problem-solving program in the form of implementing Indonesian language classes. Integrating teaching materials and media relevant to the culture and life of the Naulu people made learning more engaging and accessible. To determine the Indonesian language literacy skills of the Naulu people, an Indonesian language proficiency test was conducted before and after treatment, referring to (BPPBKPK 2025). The instruments used in this study were a validation sheet, an

observation sheet rubric, an interview sheet rubric, and an evaluation sheet (test questions). The validation sheet (guidelines) was developed to obtain validity data from the instruments used. The observation sheet was used to determine the quality of the implementation of learning tools and textbooks, as well as to monitor the activities of the Naulu people during the learning process. The evaluation sheet was used to measure initial (pre-test) and final (post-test) abilities related to Indonesian language literacy. For the Indonesian language literacy test items of the Naulu people, an Indonesian language proficiency test was conducted, referring to (Prasetyo and Kurniawan 2025). The improvement of the Indonesian language literacy skills of the Naulu tribe in the diversity of society in Central Maluku can be measured through the calculation of Gain scores and N-Gain values, based on the pre-test and post-test schemes, after which the data were analyzed using qualitative descriptive analysis.

RESULT AND DISCUSSION

The focus of this research is to provide solutions related to Indonesian language literacy by designing learning as optimally as possible, namely by compiling teaching modules with the theme of short stories based on the history of the Naulu tribe. The teaching modules are then given to the community to read properly and correctly, rewrite what they have read according to the theme in the reading content, and discuss again in groups what they have written based on the theme of the reading content. Before carrying out the treatment, an initial test of Indonesian language literacy skills was conducted on 35 Naulu people, the results of which are shown in Table 1.

Table 1. Percentage of Initial Indonesian Language Literacy Scores of the Naulu Tribe in Rohua Hamlet, Negeri Sepa, Amahai District, Central Maluku

Achievement of Indonesian Language Literacy	Frequency	Percentage (%)	Category
89-100	0	0	Very high
78-88	0	0	Tall
66-77	1	2,86	Currently
44-65	11	31,43	Low
< 44	23	65,71	Very Low
Amount	35	100	

The data in Table 1 shows the achievement of early Indonesian language literacy, namely based on test results from 35 people found, no literacy scores achieved 89-100 in the Very High category, and scores of 78-88 in the High category. Meanwhile, 1 person or 2.86% obtained a score of 66-77 in the Medium category. The majority of participants, as many as 11 people or 31.43% obtained a score of 44-65 in the Low category, and 23 participants obtained a score <44 or 65.71%.

Based on preliminary data on literacy skills, efforts are needed to improve Indonesian language literacy in order to improve the Indonesian language literacy skills of the Naulu Tribe in Rohua Hamlet, Negeri Sepa, Amahai District, Central Maluku. The following indicators must be achieved by activity participants based on the Indonesian language literacy instrument are listed in Table 2.

Table 2. Activity of Achievement of Indonesian Language Literacy Skills

Indonesian Language Literacy Skills	Indicator	Activity
Reading Ability	1. Reading Comprehension 2. Text Analysis 3. Interaction with Text 4. Vocabulary 5. Ability to Extract Summary	1. The ability to understand the main information, details, and conclusions of a text read. 2. The ability to analyze text structure, including recognizing genre, writing style, and purpose. 3. The ability to effectively summarize important information from a text.
Writing Skills	1. Clarity of ideas 2. Regularity of writing structure 3. Easy to understand vocabulary and grammar	1. The ability to convey thoughts and ideas clearly and precisely. 2. The ability to structure writing logically, including an introduction, development, and conclusion. Each paragraph should have a clear focus and contribute to the overall writing. 3. Appropriate use of vocabulary, variety in writing style, and the ability to avoid grammatical errors.
Listening Ability	1. Comprehension of Information 2. Focus and Attention on Reading Sources 3. Ability to Identify Important Words 4. Draw Conclusions Based on Reading Content	1. The ability to understand and capture the gist and important details of a conversation or the information being conveyed. 2. The ability to analyze and comprehend the meaning behind spoken words, including understanding the speaker's intent and purpose. 3. The ability to identify frequently occurring terms or phrases that are directly related to the main theme of the text. 4. The ability to analyze facts, arguments, and examples in a text to draw logical conclusions.
Speaking Ability	1. Clarity in Information Delivery 2. Regularity in Language Structure 3. Vocabulary Mastery 4. Correct Use of Grammar 5. Expression and Intonation	1. Organizing ideas logically and clearly 2. The ability to structure sentences in a structured manner 3. The ability to choose the right words to make a message easier to understand. 4. The ability to use facial expressions, body language, and intonation in communication

The language literacy achievement indicators in Table 2 cover various essential skills that the community must master. The reading ability indicators in this study were measured on the first day of the study, conducted on Monday, August 3, 2025, focusing on reading comprehension, which measures the ability to understand the main information, details, and conclusions of a text. In addition, text analysis is required to analyze the structure, genre,

writing style, and purpose of the work being read. Interaction with the text is also crucial, as is mastery of a broad vocabulary, which will enrich reading. The ability to summarize and extract the essence of the text effectively also serves as a measure of comprehension.

The next study was conducted on Tuesday, August 4, 2025, focusing on writing skills. The achievement indicators required clarity of ideas, enabling the community to convey thoughts and ideas accurately. Structural order is key to organizing writing into a logical introduction, development, and conclusion. Furthermore, the use of appropriate vocabulary and correct grammar are crucial for easy comprehension by readers. On the third day of the research, conducted on Thursday, August 6, 2025, the focus of the activity was listening skills. Individuals were expected to have a good understanding of information, maintain focus on the source being read, and be able to identify important words related to the main theme. The ability to draw conclusions from the content of the reading was also a crucial factor in this research process.

On the fourth day of the research, conducted on Saturday, August 8, 2025, the focus of the activity was speaking skills, which included clarity in conveying information, enabling individuals to convey ideas in a logical and organized manner. Mastery of vocabulary and the use of proper grammar are crucial in oral communication. Furthermore, expression and intonation in speaking also play a role in conveying messages more effectively. By mastering these various indicators, people will develop good language literacy skills, thus supporting effective communication in everyday life.

The results of the analysis of the final Indonesian language literacy test data above can be further explained in the form of percentage achievements of the Indonesian language literacy level of the Naulu tribe in Rohua Hamlet, Negeri Sepa, Amahai District, Central Maluku in Table 3.

Table 3. Individual Percentage of Final Score of Indonesian Language Literacy Achievement of the Naulu Tribe in Rohua Hamlet, Negeri Sepa, Amahai District, Central Maluku

Achievement of Indonesian Language Literacy	Frequency	Percentage (%)	Category
89-100	0	0	Very high
78-88	3	8,57	Tall
66-77	21	60	Currently
44-65	11	31,43	Low
< 44	0	0	Very Low
Amount	35	100	

The data in Table 1 shows the achievement of early Indonesian language literacy, namely based on test results from 35 communities found, no literacy scores achieved 89-100 in the Very High category, 3 people or 8.57% obtained scores of 78-88 in the High category, 21 people or 60% obtained scores of 66-77 in the Medium category, 11 people or 31.43% obtained scores of 44-65 in the Low category, and no participants (0%) obtained scores <44.

The data from the comparison of initial and final Indonesian language literacy abilities in Rohua Hamlet, Negeri Sepa, Central Maluku are described in Table 1 below.

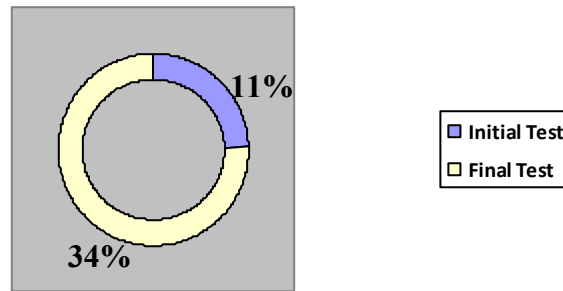


Figure 1. Percentage of Indonesian Language Literacy Achievements in the Naulu Tribe Community of Rohua Hamlet, Sepa Village, Central Maluku

The graph above illustrates the improvement in Indonesian language literacy skills between the initial and final literacy tests. The data shows that in the initial literacy test, the community's literacy percentage only reached 11%, indicating that overall literacy skills were in the low category. However, after participating in the learning program, Indonesian language literacy skills increased to 34% in the final test. This indicates that the learning efforts provided were effective in helping the community improve literacy skills by 23%, and reflect positive changes in the community's understanding and literacy skills. From the data, it can be seen that the percentage of community literacy skills increased from 11% in the initial test to 34% in the final test. This finding is in line with research by Husni (2022), which emphasized the importance of structured learning programs in improving literacy skills across various community groups. Figure 2 further illustrates the achievement of each Indonesian language literacy indicator in the Naulu tribe in Rohua Hamlet, Sepa Village, Central Maluku.

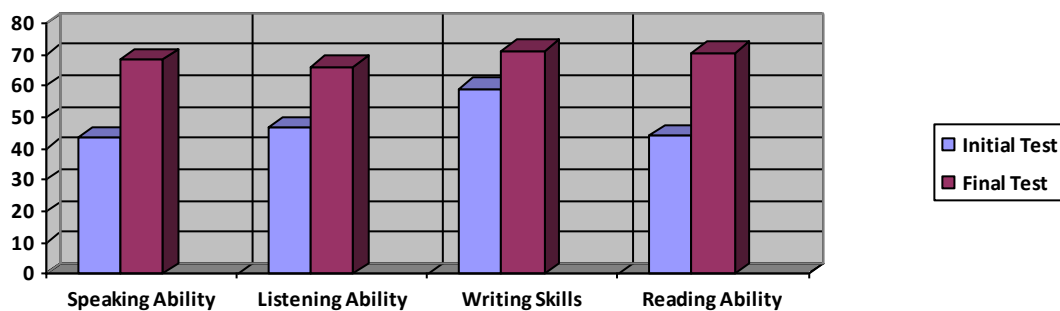


Figure 2. Ability Scores Based on Indonesian Language Literacy Indicators

Based on the data presented, there are four indicators that measure Indonesian language literacy skills, namely reading, writing, listening, and speaking. In the initial test, the average score for reading ability was 43.37, which is considered low, while in the final test, the average score increased to 68.23 and is included in the medium category. Writing ability also showed improvement, where the average score in the initial test was 46.69 (low) and increased to 66.12 in the final test (medium). Furthermore, for listening ability, the average score in the initial test was recorded at 59.14 (low), but after participating in the learning, the average score in the final

test increased to 71.11, which is in the medium category. Finally, speaking ability showed an average score of 44.16 in the initial test (low) and increased to 70.66 in the final test (medium). Overall, all indicators showed a significant increase between the initial test and the final test, from the low category to the medium category.

In addition, the increase in the average score in reading ability from 43.37 to 68.23, and writing ability from 46.69 to 66.12, indicates that participants not only learned to produce text, but also to understand and analyze information better (Rahman dkk. 2023). Research by Dewi and Islahuddin (2020) also indicates that literacy skills are interdependent, meaning that improvements in reading skills can contribute to better writing skills. This is seen in the increase in listening ability from 59.14 to 71.11 and speaking from 44.16 to 70.66, which indicates that all aspects of literacy are interrelated and contribute to the development of overall communication skills (Zamir dkk. 2023). In addition, research by Setiawan dkk. (2022) highlights that a holistic approach to literacy learning is very important to achieve maximum results. This literacy development also supports the idea that literacy is not only focused on reading and writing skills but also involves broader critical thinking and effective communication skills needed in everyday life, such as information analysis. Research by Halimah (2023) emphasizes the importance of integrating technology into literacy programs, which can facilitate broader access to information and increase learning motivation. Thus, the results of this study provide concrete evidence that effectively designed learning programs can encourage increased literacy skills, which in turn will have a positive impact on human resource development in Indonesia. Overall, these findings reflect the urgency to continue implementing and developing literacy programs in the future to contribute to the development of a more literate and sustainable society (Wijaya and Marhamah 2021).

CONCLUSION

The conclusion of this study is that there was a significant increase in Indonesian language literacy skills in the community after they participated in an effectively designed learning program. Initially, only 11% of the community had adequate literacy skills, indicating a low literacy level. However, the implementation of this learning program resulted in a drastic increase, with the literacy percentage increasing to 34% on the final literacy test, reflecting the effectiveness of the applied learning method with a 23% increase. Further details show positive developments in each literacy indicator. Reading skills increased from an average score of 43.37, which is considered low, to 68.23, which is in the moderate category. Writing skills also improved, with an increase from 46.69 to 66.12. Listening skills increased from 59.14 to 71.11, while speaking skills rose from 44.16 to 70.66. All literacy indicators experienced a transition from the low to the moderate category, indicating that the literacy improvement efforts undertaken were very successful and have become an important foundation for further skill development. These findings emphasize the need for continuation and development of literacy programs to improve the quality of human resources in a broader context for the Naulu community in Central Maluku.

AUTHOR STATEMENTS

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Author Contributions

The first author conceptualized the study, designed the research methodology, developed the Indonesian language literacy learning program and instructional materials, coordinated data collection, conducted the data analysis, interpreted the findings, and prepared the original manuscript draft. The second author contributed to the research design, supervised the implementation of the literacy program, validated the research instruments, assisted in data interpretation, and critically reviewed the manuscript for important intellectual content. The third author provided overall academic supervision, contributed to the refinement of the research methodology and interpretation of the findings, critically revised the manuscript, and approved the final version for publication. All authors have read and approved the final manuscript and agree to be accountable for all aspects of the work.

Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this article.

Data Availability Statement

The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request.

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