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Facilitated Support for Strengthening Statistical Literacy among Fishermen in Burai Village within the Context of Local Fishing Culture

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ABSTRACT

Background: Burai Village is a riverside fishing community with not high enough levels of formal education and limited use of data in daily decision making. Fishermen typically rely on intuition when planning fishing activities, managing income, and interpreting river conditions.

Purpose of the Study: This community service program addressed the need to strengthen statistical literacy as a foundation for data-driven decision making. The program aimed to improve fishermen's ability to record, organize, and interpret catch data, while increasing awareness of the value of information and simple technology in supporting economic decisions.

Methods: A community-based mentoring model was applied, consisting of dialogue sessions, participatory workshops, and hands-on training in data recording. A culturally contextual learning approach linked statistical concepts with local fishing practices.

Results: The results demonstrated a measurable improvement in participants' statistical understanding. The mean score increased from 65 (SD = 21.21) in the pretest to 75 (SD = 10.00) in the posttest, indicating both improved performance and more consistent comprehension among participants. Participants also showed improved ability to interpret tables and graphs and increased interest in using simple digital tools for data documentation.

Keywords
Statistical Literacy; Facilitated Support; Fishermen; Participatory Approach; Data-Driven Decision Making

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Introduction

Burai Village, located in Tanjung Batu Subdistrict of Ogan Ilir Regency, consists of 436 households and approximately 1,928 residents (BPS-Kabupaten Ogan Ilir, 2024; Cundari et al., 2019; Raneo et al., 2024). The village's economy depends primarily on agriculture, river fishing, and traditional songket weaving (Maulana et al., 2024; Raneo et al., 2024). Despite its economic potential, the community's generally low education level, mostly up to junior secondary school has limited their capacity for data recording, financial management, and evidence-based decision making.

Studies show low financial literacy among Burai residents, including the absence of systematic documentation of income, expenditures, and fishing outcomes (Raneo et al., 2024). Fishermen typically rely on intuition rather than data when interpreting river conditions, estimating catch yields, or planning their daily fishing strategies. This lack of statistical literacy obstructs rational and sustainable economic decision making, although fishing activities inherently involve variables such as weather patterns, seasonal cycles, and market prices.

The community's local knowledge, social cohesion, and youth familiarity with digital tools present valuable yet underutilized assets. However, gaps remain between traditional practices and the need for structured data management. These issues informed the formulation of several key questions: the fishermen's understanding of simple statistics, their documentation habits, the role of technology, and the potential impact of statistical-literacy mentoring.

To address these gaps, the program proposed a combined strategy of mentoring, training, and educational outreach. Activities focused on teaching basic descriptive statistics, data recording, simple graphing, and the development of daily logs and pocket guides. The initiative emphasizes collaborative learning between lecturers, students, fishermen, and village youth, aligned with the principles of community empowerment.

Based on initial observations, pretest results, and program implementation, a SWOT analysis was conducted. Strengths included strong local culture and community cohesion, reflected in high participation rates across six mentoring sessions and active knowledge sharing among 19 fishermen. Weaknesses were evident in limited statistical awareness and poor documentation practices prior to the program, as indicated by a pretest mean score of 65 with high score variability (SD = 21.21) and the absence of written catch records. Opportunities emerged from participants' openness to learning, demonstrated by improved posttest results (mean = 75, SD = 10.00) and the effective involvement of village youth in digital data processing using Excel and Google Sheets. Threats included continued reliance on traditional intuition-based decision making and external uncertainties such as fluctuating weather and river conditions.

Overall, the initiative supports Sustainable Development Goals (SDG's) reffered to World-Bank (2015), particularly in Quality Education and Partnerships for the Goals, as well as Universitas Sriwijaya's strategic indicators (Cahyawati & Gunarto, 2021; Unsri-LPPM, 2025). The program strengthens collaborative, project-based learning for students, and reinforces the university's societal impact through community engagement.

Method

The community service program was implemented through several sequential stages, beginning with initial coordination and situational analysis, followed by facilitated support sessions and evaluation. The overall methodological workflow is presented in figure 1.

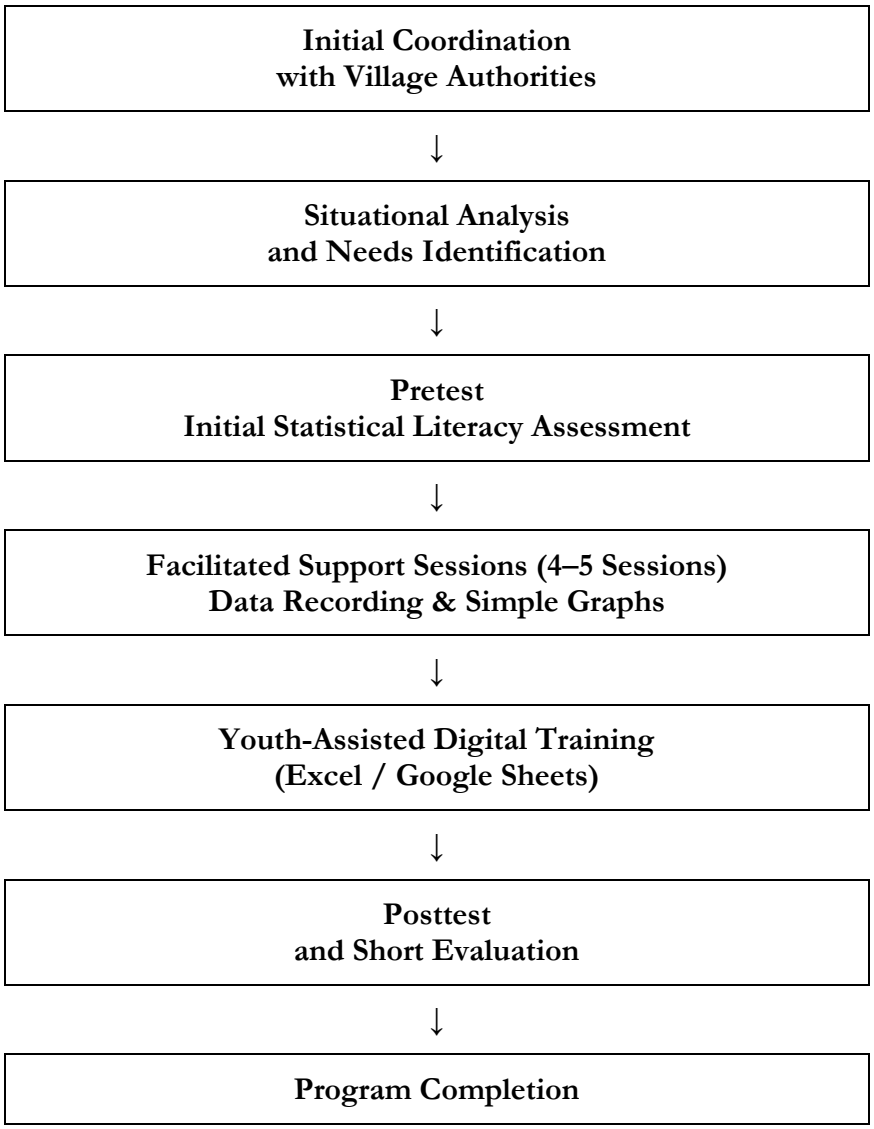

Figure 1. Flowchart of the participatory mentoring stages for strengthening statistical literacy among fishermen in Burai Village.

A community-based participatory research (CBPR) framework integrated with peer mentoring has been shown to enhance participant engagement and sense of belonging through collaborative program design and implementation (Boyce et al., 2025). In addition, participatory approaches in community planning and mentoring have been demonstrated to increase citizen participation and improve the alignment of development programs with local needs (Nuraedah et al., 2025). Activities began with communication and coordination with village authorities and local informants. The program was introduced to the Village Head and fishermen through an initial meeting facilitated by a student informant. The team presented the objectives, benefits, and workflow of the activities while obtaining formal approval and commitment from the village leadership.

The activities then was facilitated support or training. These sessions were conducted for fishermen and village youth, focusing on recording daily catch data, creating simple graphs, interpreting weather patterns based on local knowledge, and constructing seasonal fishing calendars. Contextual approaches and visual media were used to ensure comprehension. These session were held 4–5 times throughout the program. Lecturers and students visited fishermen to

guide data recording, assist with data interpretation, and facilitate discussions among residents regarding data use in daily decision making.

Village youth were trained to use simple digital tools such as Microsoft Excel and Google Sheets in technology information session. They served as digital agents assisting the community in documenting and visualizing catch data and weather information routinely.

Participants of The Program

The primary target group was river fishermen residing in Burai Village, whose livelihoods depend on fishing along the Kelekar River. Most participants possess basic to intermediate education levels, resulting in limited numeracy and statistical understanding. Their strong social cohesion, collective knowledge of river conditions, and habits of sharing experiential information provided a cultural foundation for contextualized statistical learning.

Village officials, community leaders, and youth organizations (karang taruna) were also involved to support program continuity and ensure integration into village planning. Additionally, mathematics students team participated as enumerators and facilitators, gaining hands-on experience and strengthening their ability to translate formal statistical concepts into community-friendly language.

This multi-stakeholder composition created an ecosystem for sustainable, culturally grounded statistical literacy development.

Timeline of Activities and Evaluation Design

The field activities were fully completed through six sessions held in various locations, including the Village Head's residence, the village office, and participants' homes. Activities included administrative preparation and situational analysis, data exploration with village authorities. Stage 1 mentoring (introduction and data collection) with pretest activity. Stage 2 mentoring (data recording). Stage 3 mentoring (data processing and presentation). Stage 4 mentoring (data display and analysis). Final session with posttest activity, and short evaluation about program.

Evaluation consisted of written tests and interview guidelines. Pretest and posttest were administered to assess participants' statistical literacy, focusing on simple statistical concepts relevant to fishing activities. Interview guidelines were used to capture participants' perceptions, experiences, and feedback regarding the mentoring and training sessions.

Result

Participant Profile

A total of 19 fishermen participated actively in the program, representing river fishermen living and working along the Kelekar River in Burai Village. Participants had diverse educational backgrounds, mostly ranging from primary school to lower secondary school, and were predominantly adults in the productive age range. Their daily activities centered on river fishing using traditional knowledge and tools. Most participants had primary to lower secondary education levels (Table 1), which explains the emphasis on basic statistical concepts and hands-on mentoring during the program.

Table 1. Education Level of Participants

Education Level	Number of Participants
High School	4
Junior High School	3
Primary School	10
Unexplained	2

Most participants had limited formal numeracy and statistical skills, relying instead on experience-based observations such as water color, river flow, and seasonal cues to determine fishing strategies. Despite their limited exposure to formal statistics, the fishermen exhibited strong community cohesion, collaborative habits, and a willingness to learn through hands-on, contextual activities. These social characteristics supported high levels of participation during training and mentoring sessions.

In addition to the fishermen, the program involved village officials (supporting coordination and scheduling), local community leaders (ensuring cultural relevance), and youth/karang taruna members (acting as digital facilitators). This multi-participant composition strengthened the implementation and continuity of the literacy activities.

Context of Local Fishing Culture

Field observations and facilitated discussions revealed that fishing activities in Burai Village are strongly shaped by local cultural knowledge passed down through generations. Fishermen commonly determine fishing schedules based on environmental cues such as river water color, current flow, seasonal patterns, and daily weather conditions. These indicators are interpreted through shared experience rather than formal measurement.

Prior to the program, most fishermen relied on memory and collective discussion to evaluate fishing outcomes, without maintaining written records of daily catch or income. Decision-making processes typically occurred through informal conversations among fishermen, where experiences from previous days were compared to anticipate future results.

During the facilitated support sessions, this local fishing culture became a key entry point for introducing statistical concepts. Traditional knowledge related to seasons and river conditions was used to construct simple seasonal fishing calendars and daily catch records. This integration highlighted how local cultural practices could be aligned with basic data documentation and interpretation.

Implementation Outcomes

The community service program was implemented through six structured field activities conducted at various community locations, including the village office, the Village Head's residence, and fishermen's homes. Each activity represented a specific stage of the participatory mentoring process.

The initial activities focused on coordination with village authorities and situational analysis, during which fishermen actively shared their daily fishing practices, decision-making habits, and challenges related to data use. This stage fostered mutual understanding and community commitment. A pretest was then administered to assess participants' initial statistical literacy.

During the implementation of the program, local fishing culture played an essential role in shaping the mentoring activities. Facilitated support sessions were conducted by actively drawing on fishermen's traditional knowledge, such as interpreting river water color, current flow, seasonal patterns, and daily weather conditions. These culturally familiar indicators were frequently used as discussion starters before introducing simple data recording and interpretation practices.

Fishermen were encouraged to relate their daily experiences and shared cultural knowledge to the data being recorded, allowing statistical concepts to emerge naturally from existing fishing practices. This approach ensured that the implementation process remained culturally grounded and aligned with the community's established decision-making traditions.

The facilitated support sessions were implemented through four to five mentoring meetings emphasizing hands-on and participatory learning, during which fishermen were guided step by step to record daily catch data, beginning with simple manual notes and gradually organizing the data into basic tables and graphs. Group discussions were conducted in each session, allowing fishermen to share daily fishing experiences related to river conditions, weather patterns, and catch outcomes, and to collectively compare these experiences across different days.

Participants showed active engagement throughout the mentoring process. Fishermen participated directly by recording their own data, openly discussing their experiences, and asking questions related to data interpretation. Regular visits and informal mentoring by lecturers and students helped address difficulties encountered during data recording and visualization, ensuring that the learning process remained accessible and contextually relevant.

Community participation was further strengthened through the involvement of village youth as digital facilitators. Youth members assisted fishermen in transferring manually recorded data into simple digital formats using Microsoft Excel and Google Sheets. This intergenerational collaboration encouraged collaborative learning and supported the gradual adoption of basic digital documentation practices.

The implementation process was documented through photographs of mentoring activities and examples of data recording and visualization practices, as presented in Figure 2. These documents illustrate the participatory nature of the program and the integration of local fishing culture into the mentoring process.

Figure 2. Implementation of Facilitated Support Statistical Literacy

The program concluded with a posttest and short evaluation. Overall, the implementation process demonstrated high community engagement, active participation, and gradual shifts from intuition-based practices toward more structured and data-informed decision making.

Program Evaluation: Pretest and Posttest Results

To evaluate the effectiveness of the facilitated support program, a statistical literacy test was administered to the 19 fishermen. The pretest was conducted before the first program session, while the posttest was administered during the final activity after all training and faccilitating sessions were completed.

The statistical literacy test showed clear positive development. Pretest results indicated very low familiarity with data recording and basic graph interpretation. Posttest results demonstrated significant improvements in reading simple tables and graphs, calculating averages, identifying daily and weekly patterns, understanding the relationship between environmental cues and catch outcomes. Table 5 summarizes the pretest and posttest scores recorded during the program.

Table 2. Pretest and Postest Descriptive Statistics

Assesment	Minimum	Maximum	Mean	Std. Deviation
Pretest	50	80	65	21.21
Posttest	60	90	75	10.00

The reduced variance in scores showed that learning became more equitable across participants.

Role of Youth in Technology Utilization

Village youth (karang taruna) played an active role in supporting the use of simple digital tools throughout the program. Youth members assisted fishermen in transferring manually recorded catch data into digital formats using Microsoft Excel and Google Sheets. This assistance included entering daily catch data, generating simple tables and graphs, and demonstrating how digital records could be updated regularly.

Youth participation occurred during facilitated support sessions as well as informal mentoring visits, where they worked directly with fishermen to ensure accurate data entry and basic visualization. In several sessions, youth members also helped integrate external digital information, such as daily weather forecasts, into discussions on fishing outcomes. This intergenerational collaboration reduced technological barriers and supported a smoother adoption of basic digital documentation practices among fishermen.

Program Outputs and Observed Changes

The program generated several tangible outputs that supported the continuity of statistical literacy practices within the community while remaining grounded in local fishing culture. Daily data recording sheets were designed based on fishermen's habitual practices, enabling them to document catch quantities alongside locally relevant conditions such as river characteristics, seasonal patterns, and weather cues commonly used in daily fishing decisions. These records were subsequently organized into simple tables and graphs that reflected catch variability across days and weeks in forms familiar to the fishermen's experiences.

In addition, a pocket guide integrating local fishing knowledge with basic statistical concepts was developed and distributed to participants as a practical reference. The guide linked

traditional indicators such as river water color, current flow, and seasonal cycles with simple data interpretation techniques. To encourage collective learning, selected tables and graphs derived from fishermen's own records were publicly displayed at the village hall, allowing fishermen and other residents to observe, discuss, and reflect on data patterns together. A roll-up banner summarizing the program activities and outcomes was also produced for dissemination purposes. The documentation of the program was further supported through the preparation of this article as an academic output.

Beyond the production of tangible outputs, the mentoring process resulted in observable changes across affective, psychomotor, and community dimensions. Fishermen demonstrated increased confidence and openness toward data-based discussions, developed basic skills in data recording and visualization, and began adopting simple digital tools with youth assistance. At the community level, data documentation practices gradually shifted from individual memory-based processes to shared and publicly displayed records. These observed changes are summarized in Table 3.

Table 3. Observed Changes Resulting from the Mentoring Process

Aspect	***Before the Program***	***After the Program***
Affective	Fishing decisions were mainly based on intuition, with limited confidence in discussing data-related information.	Fishermen showed increased confidence in discussing fishing outcomes, were more open to sharing experiences, and demonstrated positive attitudes toward data use.
Psychomotor	No systematic written records of daily catch; data were stored in memory and informal discussions.	Fishermen were able to record daily catch data, organize them into simple tables and graphs, and interpret basic patterns with guidance.
Technology Use	Limited familiarity with digital tools for documentation and data organization.	Fishermen began using simple digital tools (Microsoft Excel/Google Sheets) with assistance from village youth.
Community Practices	Data-related discussions were informal and undocumented, occurring mainly through casual conversations.	Data records and visualizations were shared collectively and displayed at the village hall to support joint reflection and discussion.
Institutional Support	No structured data documentation practices within village or community activities.	Village leaders supported data display and opened opportunities for integrating documentation practices into village-level activities.

Note: The observed changes were derived from field observations, mentoring documentation, and participant engagement throughout the program.

Discussion

Relevance of Participant Characteristics to Program Outcomes

The effectiveness of the program was closely related to participants' characteristics, particularly their strong community cohesion and experiential knowledge. Adult learning theories emphasize that adults learn more effectively when new concepts are connected to prior experiences and social contexts (Merriam & Bierema, 2014; Knowles et al., 2015). This alignment explains why fishermen with limited formal education were able to engage actively with contextualized statistical learning. The fishermen, who generally possessed limited formal education (primary to lower secondary school), initially demonstrated minimal familiarity with basic statistical concepts. However, their strong communal culture, collaborative habits, and extensive experience with environmental patterns provided a solid foundation for contextualized statistical learning. These characteristics enabled participants to engage deeply with training materials when concepts were linked to their lived experiences in fishing along the Kelekar River.

The involvement of youth (karang taruna) as digital facilitators was essential, bridging the gap between generations with differing technological literacy levels. Village officials and local leaders further strengthened cultural and administrative support, facilitating smooth activity coordination. This multi-stakeholder ecosystem enhanced program sustainability.

Effectiveness of Contextual and Culturally Embedded Learning

Embedding statistical concepts within local fishing practices proved effective in enhancing comprehension. This finding supports culturally responsive and contextual learning frameworks, which emphasize the importance of linking new knowledge to learners' cultural and everyday experiences (Freire, 1970; Gay, 2010). Similar outcomes have been reported in statistical literacy studies focusing on contextual instruction among adult learners (Cahyawati, 2019; Cahyawati et al., 2019, 2020; Febiyanti et al., 2021).

By aligning statistical concepts with daily fishing experiences, the program fostered meaningful learning. Participants were able to transition from intuitive decision-making toward simple data-informed judgments, demonstrating that even communities with limited formal education can benefit significantly from applied statistical training when delivered contextually.

Strengthening Decision-Making Through Data Documentation

The shift from intuition-based practices toward systematic data documentation contributed to improved decision-making processes among fishermen. Previous studies have highlighted that basic data literacy and documentation practices play a crucial role in supporting rational economic decisions, particularly in small-scale livelihood contexts (OECD, 2018; World Bank, 2015).

These new practices allowed fishermen to identify high-yield periods, recognize environmental factors influencing catch variability, anticipate outcomes with greater rationality, reflect on long-term trends rather than short-term assumptions. Such improvements reflect the broader role of statistical literacy in enhancing livelihood resilience and economic stability in small-scale fishing communities.

Technology Adoption and Intergenerational Collaboration

Although most adult fishermen had limited experience with digital tools, integrating youth as digital agents proved highly effective. Youth facilitated the transition from manual to digital data

processing and visualization using Excel and Google Sheets. Their involvement shows the potential of intergenerational collaboration in rural innovation adoption.

The involvement of village youth as digital facilitators enabled smoother technology adoption among fishermen. Intergenerational collaboration has been widely recognized as an effective strategy for bridging digital literacy gaps in community-based programs (Wenger, 1998; Boyce et al., 2025). This approach allowed technological support to remain culturally grounded and socially acceptable.

This model aligns with findings from community development research, where youth participation often accelerates local digital transformation and supports community empowerment. The program demonstrates that community-based technology integration can succeed when supported by local social structures.

Community Participation and Implications for Sustainability

High levels of community participation observed throughout the program indicate strong local ownership, which is essential for sustainability. Participatory approaches emphasize that active involvement of community members enhances the long-term effectiveness of development and empowerment initiatives (Chambers, 1994; Cornwall & Jewkes, 1995; Nuraedah et al., 2025).

In this program, high attendance and active involvement were reflected in fishermen's willingness to collaborate, frequently share experiences, and openly discuss decision-making processes. The participation of village leaders further supported implementation and opened pathways for institutionalizing data documentation practices within village governance.

Given this dynamic, program sustainability is promising. The tools, data displays, and capacity-building outcomes can be integrated into village-level planning, local environment monitoring, future economic development programs, youth skill-building initiatives. This suggests that the program contributes not only to individual skills but also to long-term community data culture development.

Conclusion

This community service program successfully strengthened the statistical literacy of river fishermen in Burai Village through a culturally contextualized and participatory approach. The combination of training, facilitated support, and the involvement of youth as digital assistants enabled fishermen to shift from intuition-based decision making toward more evidence-based practices. Improved abilities in data recording, table and graph interpretation, and simple descriptive analysis demonstrate that statistical learning becomes more accessible when anchored in local cultural knowledge and daily routines.

The program also highlighted the importance of intergenerational collaboration. Village youth played an influential role in introducing simple digital tools, helping bridge technological gaps between generations. Likewise, strong community cohesion and active support from village authorities contributed significantly to the program's effectiveness and sustainability.

The initiative not only enhanced individual skills but also laid the foundation for a village-level data culture that can support economic planning, environmental awareness, and long-term community empowerment. Overall, the findings underscore that statistical literacy when delivered through culturally grounded and community-centered methods can serve as a transformative tool for improving livelihood strategies in small-scale fishing communities.

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Conflicts of Interest

The authors declare no conflict of interest. The authors affirm that there are no personal, financial, or institutional relationships that could be perceived as influencing the representation or interpretation of the results of this community service program.

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