

Implementation Literacy of Education Through Entrepreneurship:

CIPP Model on Bogor Community Learning Center

Andang Heryahya*, Bedjo Sujanto, Rugaiyah Rugaiyah
Education Management
Universitas Negeri Jakarta
Jakarta, Indonesia
*andang@tazkia.ac.id

Abstract—The research objective was to obtain information about the effectiveness of the implementation of the Keaksaraan Usaha Mandiri (KUM) in the Community Learning Centre (PKBM) and the Learning Group (Pokjar) in Bogor Regency. Using the CIPP evaluation model which consists of evaluating contexts, inputs, processes and products. The study was conducted for 12 months at six institutions in five sub-districts. The results of the context component study showed that the program was held in illiterate areas in rural and densely populated areas. Organizers and tutors have an understanding of program objectives, while students know he is learning to read and write and skills. In terms of input, most tutors are teachers in formal education with the majority of participants being adult women with jobs as housewives and laborers. The process shows that learning is dominated by the practice of skills rather than habituation in reading, counting and writing which is the main goal. The level of attendance is influenced by the daily activities of students. While the aspects of learning outcomes showed that 10.5 percent of students passed with the title of Very Good. 80.87 percent were declared graduated with Good title, and 11.4 percent were declared graduated with the enough category.

Keywords—education literacy; CIPP; adult women; rural area

I. INTRODUCTION

One of the activities to get knowledge is by reading. Al-Quran Al-Alaq the first verse of Allah SWT says "Read in the name of your Lord who created"[1]. Reading is the best way to improve quality of life. The experience of individuals in reading for work practice needs or because of their own will improve their ability to read and accelerate independence in gaining value and knowledge [2]. Reading can encourage independence to gain value and knowledge. Likewise, the opposite of alliteration, chose not to take advantage of reading skills so as to make the ability level drop dramatically, even close to failure. In the end the opportunity to achieve success in learning in the future will disappear.

Science is born from a long and continuous education process. Born from reading activities both on formal education and non-formal education. Non-formal education figures such as Paulo Freire, state that education is the way to permanent liberation [3]. Liberation from ignorance, poverty,

discrimination, oppression and backwardness. Education must emphasize critical awareness [4]. Education is present to place the values of the struggle against the bourgeoisie. Ivan Illich emphasized that education must be able to solve problems and add value to life [5].

Education is a human right that can build literacy awareness. This statement was agreed upon by the world community in 2000 under the United Nations international organization, the United Nations Educational, Scientific and Cultural Organization. Literacy is the core of education and the basis of one's knowledge (literacy as a guide to learning). The heart of education is for all people, and is important in limiting population growth, reducing poverty, preventing maternal and child mortality, ensuring sustainable development, peace and democracy [6].

Literacy is one of the main components in the process of human development, population growth and the economy. "The initial level of adult literacy and the population growth. As well as short-term economic growth has a significant impact on the initial level of adult literacy, and the medium of human development and low human development samples" [7]. Development will be achieved where and when unemployment, inequality and injustice, and poverty are overcome well [8]. There is no development when the issue of unemployment and poverty has not been handled properly. One strategy that needs to be done is to develop entrepreneurship education for the poor as well as illiteracy. Literacy is one of the main components in the process of human development, population growth and the economy. "The initial level of adult literacy and the population growth. As well as short-term economic growth has a significant impact on the initial level of adult literacy, and the medium of human development and low human development samples". Development will be achieved where and when unemployment, inequality and injustice, and poverty are overcome well. There is no development when the issue of unemployment and poverty has not been handled properly. One strategy that needs to be done is to develop entrepreneurship education for the poor as well as illiteracy.

In 2016 the number of poor people in Indonesia based on central bureau of statistics was 28,590,000 people out of a total population of 237,641,326 people, while the number of

illiterates was 5,629,943 people spread throughout the Regency / City. They live in rural areas, are densely populated and have poor family backgrounds. Bogor Regency includes ten illiterate regions, namely as many as 93,040 people. If every year 1000 people are taught, it will take around thirty years. Program innovation is needed to accelerate the process of completing illiteracy.

Since 2005 the Ministry of Education and Culture of the Republic of Indonesia has issued a program of Keaksaraan Usaha Mandiri (KUM). This program is an advanced literacy education that emphasizes increasing literacy and introducing business skills [9]. There is a real role for carrying out concurrent activities between literacy and entrepreneurial activities. In many countries, such as the results of the research of the Organization for Economic Co-operation and Development (OECD) Literacy in the Information Age states that Literacy proficiency also has a substantial effect on earnings in many of the countries studied. The effect of literacy skills on earnings, but in many countries literacy also has an independent, net effect on wages [10]. Literacy has a large influence on income in many of the countries studied. Education and work skills can be a solution to poverty. One of the conclusions of Yelognisse et al's research, entitled "On Poverty and The Persistence of Poverty in Benin" states the importance of education and work skills in overcoming the dangers of poverty [11]. Education and entrepreneurship are the main forces to reduce poverty. The higher the level of education and literacy of a person, the greater the chances of getting a greater opportunity to achieve a more decent life.

For fourteen years, evaluation of the effectiveness of the program has not been carried out. Whereas on the other hand, the number of illiterates is still quite high and there needs to be continuity of learning so as not to return to illiteracy. Evaluation is carried out to assess and interpret the effectiveness of the program [12]. Evaluation is a process of identifying and gathering information to help policymakers choose among separate policy choice alternatives [13]. Evaluation is the process of providing information designed to help make policies on the object being evaluated [14].

Evaluation is conducted to provide recommendations to certain parties in making decisions. Program evaluation "Conducted for decision-making purposes, whereas research is intended to build our general understanding and knowledge of a particular topic and to inform practice. In general, examines evaluation programs are to determine their worth and to make recommendations for programmatic refinement and success" [15]. Program evaluation is carried out to obtain information on how high the program objectives can be achieved using existing criteria.

The evaluation model used was CIPP, an evaluation model pioneered by Stufflebeam at Ohio State University. CIPP stands for Context, Input, Process and Product [16]. The four components can reach the program area from the background, foundation, process and learning outcomes. The program criteria come from the theory and guidelines for the implementation of the program of the Ministry of Education and Culture of the Republic of Indonesia.

TABLE I. EVALUATION CRITERIA

Component	Aspect	Indicator	Criteria
Context	Background	Regional conditions of students and the level of education and economics of students.	(1) Located in remote areas such as mountains, densely populated, rural areas or villages. (2) There are dropouts and low (poor) economic income backgrounds.
	Policy	Understanding of policy and Institutional policy formulation.	(1) Permendikbid No. 42 of 2015 concerning independent business literacy (KUM). (2) MDGs Commitment, Inisiatif Literacy for Empowerment, Education for All. (3) Organizing institutions have adequate understanding of KUM program policies. Organizing institutions have policy formulations on literacy education.
	Goal	Understanding goals, Development of program objectives dan Students' understanding of goals.	Increase literacy and business skills. The figure of non-formal education from Brazil, Friere and Macedo stated that "the potential of literacy for not only reading the word but also reading the world" The Organization for Economic Co-operation and Development (OECD), a Canadian-based study institute, conducted a study and produced a conclusion that "The ability to understand and employ printed information in daily activities, at home, at work and in the community-to achieve ones goals, and to develop ones knowledge and potential.
Input	Tutor.	Education and competency	Carl Rogers a humanistic psychologist states that educators are facilitators who can help students meet their higher needs. Seaman and Fellenz stated that educators in non-formal education must have characteristics "have a sense of self confidence, informality, enthusiasm, responsiveness and creativity. Apps menegaskan bahwa pendidik nonformal "interest in students, possessed good personalities, had an interest in the subject matter" Education SMA/ sederajat. living in one village with students
	Student	Dropping out of elementary school, being poor and passing a basic literacy program	Dropping out of elementary school, being poor and passing a basic literacy program

Table 1. Cont.

Component	Aspect	Indicator	Criteria
Process	Learning process	Learning literacy, entrepreneursip and andragogy uproach	Andragogy, Knowles (1) Establish a physical and psychological climate conducive to learning (2) Involve learners in mutual planning of methods and curricular directions (3) Involve participants in diagnosing their own learning needs (4) Encourage learners to identify resources and to devise strategies for using such resources to accomplish their objectives (5) Encourage learners to formulate their own learning objectives (6) Help learners to carry out their learning plans (7) Involve learner in evaluating their learning. Learning runs three months with a minimum of 86 hours @ 60 minutes. Learning about potential local business skills
Produk	Lerning outcome	Results and minimum value of 56	Minimum value of 56

II. METHOD

Using evaluation research with qualitative and quantitative approaches, using a mixed research method mixed method. The research instruments used were interviews, observation, documentation and questionnaires. To ensure the quality of the instruments, guidelines for interviewing, observation and documentation are prepared.

Instrument validation is done through expert review in accordance with their fields. The experts examined the questions contained in the interview guidelines, observation and documentation. The results of expert review are then used as feedback to improve. Then to ensure data, using triangulation of sources and techniques, in some dimensions using time triangulation.

III. RESULTS AND DISCUSSION

A. Context Component

Focus on background evaluation, policies and objectives. The background of the implementation of an independent business literacy program was carried out in three categories of regions namely rural, densely populated and mountainous. PKBM Al Hikmah, PKBM Pelita Ilmu, Pokjar Batu Tulis is carried out in rural areas, geographically located on the outskirts of the Subdistrict even side by side with other Districts. While the Bitung Curug and PKBM Prima Lestari Pokjar are located in the mountainous region, located at the foot of Mount Pangrango and Pongkor. The five regions are illiterate areas, especially in Nanggung District, all villages are taught literacy programs. The number of illiterate population is more than 2000 people each sub-district.

On the policy side, both organizers and tutors have an understanding that the KUM program is part of the government's commitment to eradicating illiteracy and poverty, part of the MDGs commitment and Initiative Literacy for Empowerment, and Education for All. This awareness is one part of the institution's policy background in developing non-formal education programs, including independent business literacy education.

The program can be understood as an effort to provide services to students to actively participate in participating in the program along with learning business skills. Students are directed to recognize skills that have the potential to become a business. Literacy that does not stop at reading writing and

numeracy, but students are able to participate in family life and society independently.

Students realize and look happy to be able to take part in the program, especially given the business skills of making food and various cakes. In Pokjar Batu Tulis actively participated in various activities in the community such as at the independence commemoration and level literacy competitions. The problem of poverty and ignorance is two things that are quite complex and complex. Both can be causes, and on the other side can be a result. While the negative impacts of both are very complex and long. A person is easily sick and cannot see a doctor due to low family economic income. Being a rough worker results in low family economic income. Malnutrition and children cannot go to school and businesses do not develop as a result of low family income. Consequently, this condition has an impact on the low level of quality of human resources. As a result, the level of community welfare is very low. This causes there is still a bag of poverty [17].

B. Input Component

This component focuses on evaluating tutors and students. Tutors at PKBM and Pokjar tend to have the same background, namely as teachers in formal education, only as a small background as social activists. However, the relationship between tutors and students looks familiar. The acceptance process for tutors prioritizes place considerations rather than social and community activist backgrounds. The limited budget and program location are considered by the institution to use tutors whose residence is close to the learning location.

Most of the tutors have attended literacy training and have not only taught KUM but also various programs in PKBM. The tutor's profile can be seen in the table below:

TABLE II. PROFILE TUTOR

Education	Experience	Work	Training	House
2% Magister, 90% Bachelor and 8% high school.	80 percent of tutors have taught literacy education	85%formal teacher, 10% village activist, 5% public figure.	75% tutors have been trained	all one region tutors with students

When viewed from the characteristics of educators in non-formal education can be seen in five aspects as initiated by Carl Rogers, namely:



Fig. 1. Tutor confidence.

Tutors tend to have a good level of self-confidence. This condition seems to be supported by adequate educational background and tutor experience. Experience as an educator in formal education, students, community activists and Village government staff both as Village staff and the Village Courts Agency (BPD).

Tutors are able to melt the atmosphere with the use of humour that is not excessive. There did not appear to be a nervous, anxious and worried face when appearing in front of the students. Tutors are able to show a close attitude and optimism to students. For example, in Pokjar Batu Tulis, tutors were able to mobilize and guide students to take part in the Bogor Regency level literacy competition and managed to get champions. In PKBM Pelita Tutors seemed to open a question and answer session about various problems faced by students.

In the aspect of the tutor's ability to build communication with students, it is illustrated below:

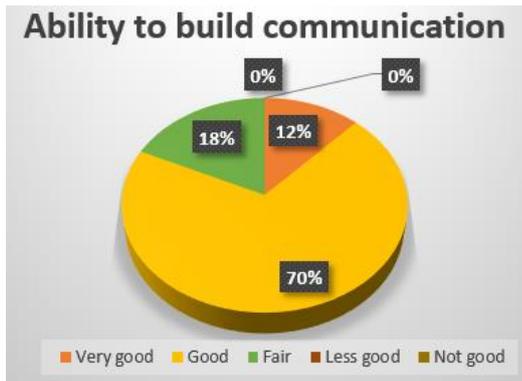


Fig. 2. Ability to build communication.

It appears that tutors can build communication with students both verbally and nonverbally. The tutor's tone and voice can be heard clearly, as well as the way to stare, greet and other body language looks quite dynamic. Besides that, the attitude of empathetic tutors seemed to be patient in listening to what was conveyed by the students. However, around 18 percent at the Fairly Good level.

Some tutors looked quite careful in interacting and delivering learning subjects. Careful communication is done because not a few of the students tend to be easily offended.

This attitude seems to have been carried out by several tutors in Batu Tulis and Bitung Waterfalls, because the age of the tutor is much younger than the age of the students. Next is the aspect of interest in non-formal education especially in independent business literacy education.

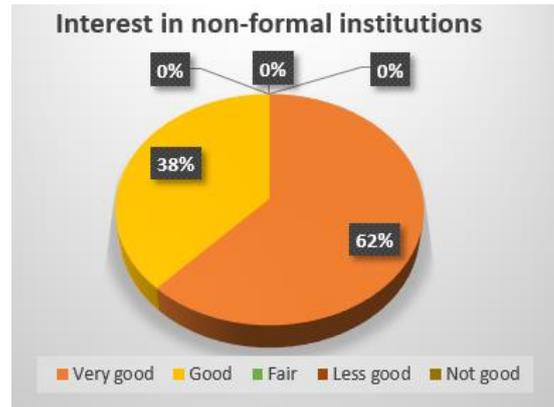


Fig. 3. Interest in non-formal institutions.

This interest was seen in the participation of tutors in programs organized by PKBM and Pokjar. In fact, tutors at PKBM Darma, Pelita Ilmu and Prima Lestari were awarded as outstanding tutors in literacy education by the Bogor Regent. Tutors care for community activities by involving students actively involved in various activities. This can be seen in Pokjar Batu Tulis which involves students in various community activities. Almost all of the tutors stated that participation in literacy education programs was one of the solemn forms and community service.

Attention to the students

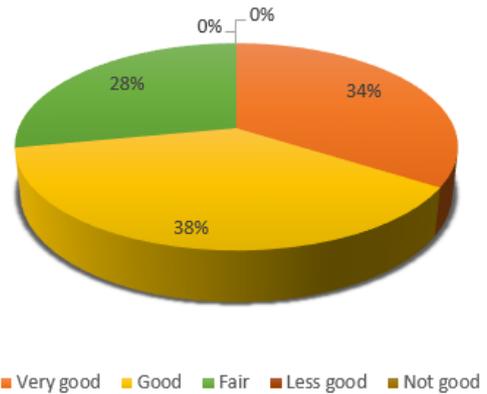


Fig. 4. Attention to the students.

Tutor's persistence in assisting students, inviting and facilitating students in various activities such as making joint meals, taklim majlis, independence commemoration and literacy competitions.

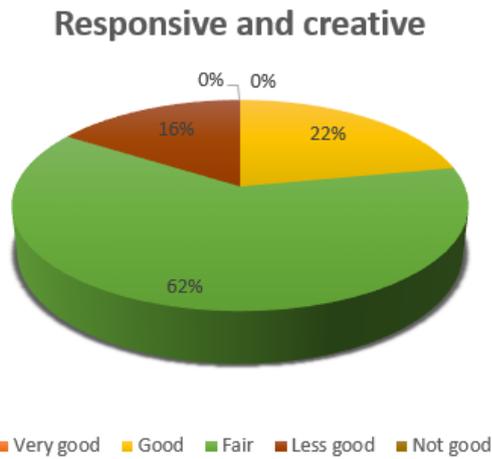


Fig. 5. Responsive and creative.

Tutors tend to be less creative in the preparation of learning program plans, use of teaching materials and literacy learning media.

Stronge, Ward and Grant, in one of the research conclusions stated that "The common denominator in school improvement and student success is the teacher" [18]. In this case, the tutor can determine the success level of the learning program. Then, what is important is that the tutor must have a good understanding of the environment and local culture where the learning program is conducted. Understanding of students' environmental culture is one of the tickets to the tutor's success in carrying out their duties. Nigel Poole stated that learning requires educators who understand the culture and language in which they teach. Local indigenous people are seen as more effective because they are involved in cultural and language processes with students [19]. Learning will be stronger if taught by educators with a culture that is the same or similar to the students.

Students are adult women on average at the age of 31-55 years. Working as a housewife and farm worker, her daily care for children, caring for grandchildren, following the majlis taklim, attending a neighbouring celebration and various activities in the community besides being a labourer managing rice fields. The students have attended the Basic Literacy (KD) program first. Women in addition to the need to help develop family businesses, literacy education can be useful for children's intelligence. Jim Agee stated that eradicating illiteracy through women is very important [2]. Mothers are seen as being able to transmit the ability to read in the smallest level of social institutions, namely the family. Mothers can transmit literacy to children from the time of pregnancy and lactation. A mother's closeness to children can be a major factor to ensure literacy occurs from early childhood.

C. Process Component

The KUM Program schedule is held for three months with a total of 86 hours, evenly distributed in all institutions twice a week for 2 hours. In its implementation the schedule often changes both in terms of days and times. These changes occur in all institutions. The harvest cycle that is not in line with the learning schedule, maintaining children and grandchildren,

neighbouring celebrations and various activities in the community is one factor in the change in schedule. In two PKBM, namely Darma and Al Hikmah, they did not experience frequent changes, because the learning schedule was united with the taklim majlis.

On the learning side, the allocation of time to practice skills is far more than the habit of reading, reading and counting. Even the signature of the attendance of students at some meetings was not conducted. Busyness in preparing cooking utensils, cooking ingredients and various cooking utensils seemed to dominate learning. In fact, both in PKBM and in Pokjar learning about independent community tends to be unexplored. However, making students appear and be active in various activities is done well.

Natalia Lyz Anna Opryshko stated that the focal point for learning is the development of human individuals who are not only economically independent but also sensitive to social problems, especially honing morals and spirituality and sensitivity to ecological and environmental developments [20] This is in line with critical literacy ideas, emphasizing reading in a broader sense of understanding and being able to do empowerment and analysis in social transformation [21]. Literacy can build the strength of economic independence and social awareness and can do analysis in social transformation. Therefore we need a continuous learning model that is problem-oriented. Learning models are oriented towards economic empowerment and education by using five-step group-based learning or assemblies.

When viewed from the side of the adult approach, the learning process can be seen from several indicators of learning approaches including:



Fig. 6. Learning needs.

Students are included by tutors in determining the types of skills and learning schedules. In PKBM Pelita Ilmu, Batujar and PKBM Wisdom, there was a time for discussion on various themes, including household dynamics, ways to educate children, husband and wife relations and family economic problems.

Learning material based on needs

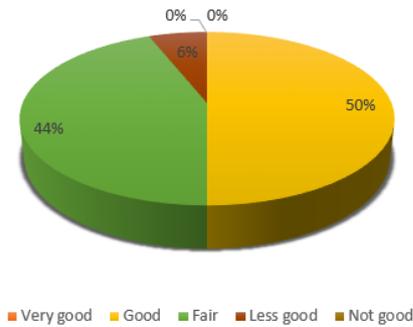


Fig. 7. Learning material based on needs.

In some meetings tutors provide learning on the basis of student requests. There are discussions and open spaces for students to convey the types of skills that will be practiced, although at first it was an idea from the tutor.

Preparing for learning situation

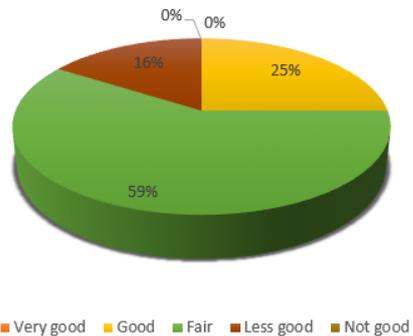


Fig. 8. Preparing for learning situation.

The tutors seemed to be familiar and greet each other with the students, both at the beginning of learning, the process and at the end of learning. Occasionally there seemed an intimate, warm atmosphere full of laughter among the students, as well as between students and tutors. On average the tutors understand that conditioning the learning climate is very important to do as an effort to create learner comfort and avoid boredom. Learning conditioning that is done tends not to the content of learning, but rather to build the attention and comfort of students.

Creating an atmosphere of mutual assistance

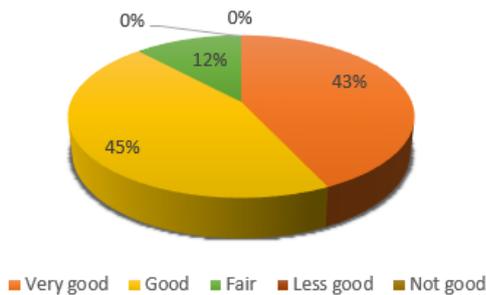


Fig. 9. Creating an atmosphere of mutual assistance.

Tutors love to do their jobs, students also. There is an atmosphere of mutual help among students and tutors. This condition, can be understood because the culture of rural communities tends to be still very strong with a culture of caring and mutual assistance.

Learning as a problem solving process

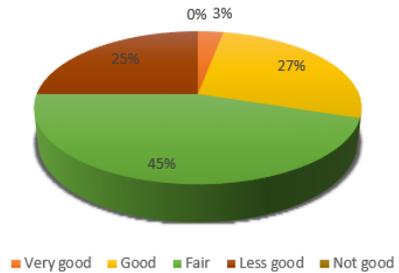


Fig. 10. Learning as a problem solving process.

The students have hopes to improve their standard of living, want to be better in terms of family economic income. Although not all students have aspirations to open a business / sale because of age.

Optimizing experience

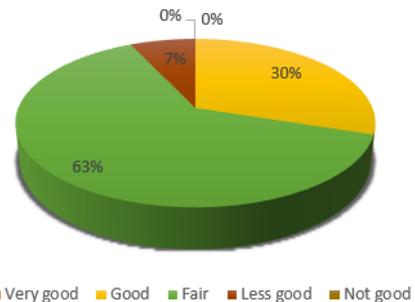


Fig. 11. Optimizing experience.

Tutors provide broad opportunities for students who share their main experiences in business skills practice. Tutors at Pokjar Batu Tulis develop and explore students' experiences by participating in various competitions both at the Education Office and activities that exist in village-level government.

Use of learning media

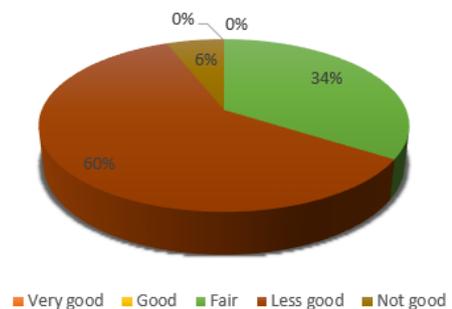


Fig. 12. Use of learning media.

This condition is in line with the results of interviews and observations in several learning meetings. Both in PKBM and

in Pokjar, there did not appear to be any tutors using learning media either posters or other media.

D. Product Component

The learning outcomes of students in all institutions tend to have characteristics that are the same as the average on Good assessment, that is, with an average score of 80. The highest value is 90 and the lowest value is 60. Overall the learning outcomes in PKBM and Pokjar show achievement values that are not so different between one student and another. The overall average value can be seen in the graph below:

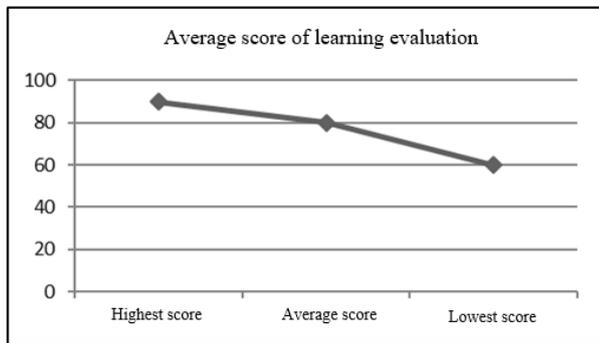


Fig. 13. Average learning outcomes.

Of the total students, 10.5 percent were declared Excellent, 8.87 percent graduated with a Good title, and 11.4 percent graduated with a sufficient category.

Predicate learning outcomes

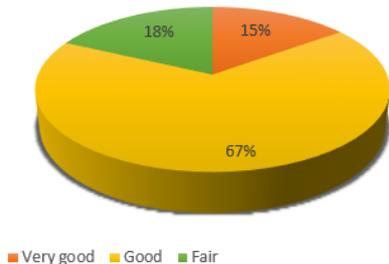


Fig. 14. Predicate learning outcomes.

IV. CONCLUSION

The implementation of the KUM program in Bogor Regency in terms of context, input, processes and products as a whole has been effective. Only the process components tend to need improvement. Learning is more about the practice of skills than writing, reading and counting. Likewise, the level of attendance of students tends to be low, especially during harvest periods and the daily activities of students such as parenting, sick children, weddings and other similar activities. But on the other hand, it has been effective in getting students to appear brave, active in various activities in the community.

In the aspect of business skills, students cannot continue business skills because of limited capital.

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