



Facilitative Learning Strategies in Community Empowerment Programs Originated on Local Literature Skills in Realizing Community-Centralized Sustainable Development

M. Ishom, Sucipto, Zulkarnain, Kukuh M. Raharjo^(✉), and M. Haidar

Universitas Negeri Malang, Malang 65145, East Java, Indonesia
kukuh.raharjo.fip@um.ac.id

Abstract. This study aims to analyze facilitative learning strategies in community empowerment programs that are oriented towards local literacy skills in realizing community-centered sustainable development. Using a qualitative approach with the type of case study research. The target of this research is the community in the department of nonformal education labsite village, namely in (1) Gubugklakah Village, Poncokusumo District, (2) Benjor Village, Tumpang District, and (3) Pait Village, Kasembon District, Malang Regency. Data collection was carried out in two stages, is it; (1) individual collection with in-depth interviews, and (2) data collection by conducting focus group discussions (FGD) involving many research subjects from various stakeholders of non-formal education units. The results of this study indicate that the main subject in empowerment with the facilitative learning model is the community itself (community centered development). The community is expected to be able to determine the direction of their own life without depending on other parties, except using a cooperative scheme. In addition, local literacy in the community can be realized through the development of the role of the facilitator as an agent to facilitate the community in learning to solve problems in everyday life.

Keywords: Facilitative Learning · Literacy Skills · Community Development

1 Introduction

Empowerment refers to the ability of people, especially vulnerable and weak groups so that they have the ability to: (a) fulfill their basic needs so that they have freedom, in the sense of being free from hunger, free from ignorance, free from illness; (b) reach productive sources that enable them to increase their income and obtain the goods and services they need; (c) participate in the development process and decisions that affect them [1]. Empowerment, in turn, focuses not only on poverty reduction, but also on other issues that often arise in society, such as economic, social and environmental problems. However, as an approach, empowerment faces several challenges, including

© The Author(s) 2023

B. B. Wiyono et al. (Eds.): ICEMT 2022, ASSEHR 727, pp. 373–379, 2023.

https://doi.org/10.2991/978-2-494069-95-4_44

slow response to scientific and technological developments, reluctance to accept new things, and the lack of desire of many people to continuously improve [2]. Empowerment is the energization that allows the people involved to move independently. In this case, empowerment is not permanent, but until the target is able to be independent, then the independence is released, and even from a distance it is protected from falling again [3].

One of the factors causing the low competitiveness of human resources and high unemployment in our country is that the education and training system implemented in Indonesia is more supply-driven oriented, so that there is a gap and mismatch between the supply from the government (supply) and the demand of the community (demand) which has an impact on low productivity and unemployment [4]. In order to overcome the problem of the relevance of education and training, a demand-driven approach is needed, so that what students are taught is a reflection of the real life values they face, the hope is to be more oriented to life skills-based-learning.

Community empowerment is aimed at changing people's behavior to be empowered so that people can improve their quality of life and can feel prosperous [5]. In this case, the facilitator is the implementer of community empowerment. Facilitators play a role in assisting beneficiary communities in receiving programs and establishing cooperation with various parties relevant to the context of community empowerment [6]. With all these challenges, empowerment finally entered the realm of the literacy movement. The literacy movement itself is often understood as a movement that emphasizes the importance of reading and writing awareness [7]. Literacy culture must continue to be developed considering that it is through reading that high quality education can be created. Incorporating an empowerment approach in the field of literacy campaigns becomes the basis for literacy campaigns on more specific issues, such as those related to migrant workers, the environment, information utilization and the creative economy.

Based on the various problems experienced by the community, the role of community-oriented learning needs to be promoted. This aims to build local literacy in the community, so as to create a learning society. The importance of building facilitative learning in various communities will give birth to a critical society, thus building community empowerment. Based on these problems, this research takes the title analysis of facilitative learning strategies in community empowerment programs oriented towards local literacy skills in realizing community-centered sustainable development.

2 Methods

This research uses a qualitative approach with a case study research type. Qualitative research method is research that aims to understand social reality [8], namely describing and analyzing facilitative learning strategies in community empowerment programs oriented towards local literacy skills in realizing community-centered sustainable development through data collection both orally, in writing, and observation. The location of this research is the community in the labsite village of the department of non-formal education, namely in Gubugklakah Village, Poncokusumo District, Benjor Village, Tumpang District, and Pait Village, Kasembon District, Malang Regency. Determination of informants or data sources was carried out using snowball sampling technique starting from the discovery of key informants, followed by the discovery of supporting informants.

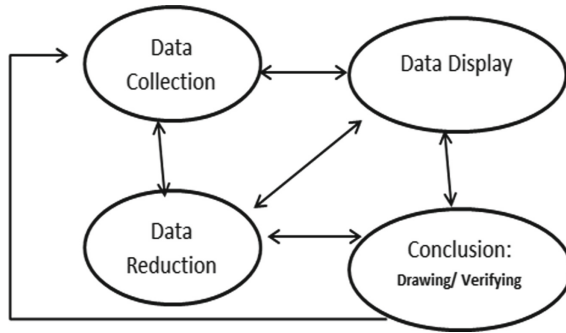


Fig. 1. Data Analisis Miles dan Huberman (1994)

Data collection techniques were conducted in two stages, namely (1) individual collection through in-depth interviews, and (2) data collection by conducting focus group discussions (FGDs) involving many research subjects from various stakeholders. Data analysis used the theory of Miles and Huberman (1994) which is visualized in Fig. 1.

Data validity testing was carried out using triangulation techniques, comparison of the results of literature review, research extension, academic feasibility audit through experts, and confirmation to data sources about the accuracy of information interpretation.

3 Result and Discussion

Learning is not just a transfer of knowledge, but also a transfer of learning that must result in the transformation of mindsets and patterns [9]. In the perspective of cognitive psychology, learning is not just a process of passively receiving information by learning citizens, but is an active thinking process to make meaning of the entire learning experience. Learning is also not just the fulfillment of intellectual needs with compulsion, but is an interaction based on willingness to be actively involved and involved in the learning process. The involvement of learning citizens in learning is directed at the formation of confidence in the potential and abilities of learning citizens [10].

The substance of the facilitative learning model in community empowerment includes the development of the facilitator's role as an agent to facilitate the community in learning to solve problems in everyday life [11]. Furthermore, strengthening the role of community members as the main actors and targets in empowerment. Utilization of all environmental potential and community experience as the main source and capital in empowerment, absorption of information as a foundation for independent empowerment. The use of facilities and infrastructure owned, and the creation of community self-development creativity as a product of their learning outcomes and the application of reflective evaluation to increase community critical thinking [12].

The Literacy Movement must start at the smallest level in society, namely in the family. The literacy movement is not only the responsibility of the government but families, schools and communities are the support for the success of the literacy movement. The community literacy movement is activities carried out to strengthen the "literacy" node

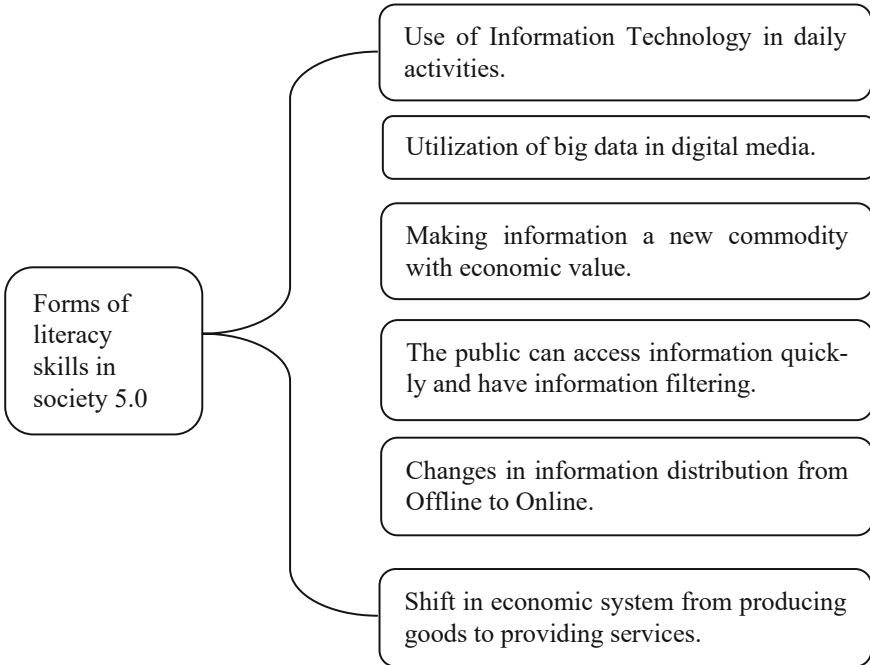


Fig. 2. Forms of literacy skills in society 5.0 era

or sensitivity to be able to learn throughout life, by activating all the abilities possessed by the community [13]. Literacy programs in the community aim to build knowledge and learning together in the community continues to pulsate and sustainable. Literate Indonesians determine the future direction of the nation’s civilization.

In this initial research, FGDs were conducted first. The results of the FGDs conducted by the research team and research informants on local literacy skills in the community resulted in several formulations, including: (1) The use of information technology for social, teaching and business activities, as well as other activities, (2) The ability to exchange digital data quickly over long distances makes people aware of the importance of information and get enough information, (3) Making information an economically valuable commodity. This means that people have begun to utilize digital media as the main source for solving problems, both social, educational and economic problems, (4) people can access information quickly through the internet network and can sort out information from credible sources, (5) Information distribution changes from printed to electronic (from offline to online), (6) The economic sector shifts from producing goods to services and competition is global and tight. For example, when people want to open a business, they do not need to buy products first and then sell them, but they post pictures, then if someone is interested and makes an order, then the product is distributed to consumers. The formulation of local literacy skills in the community will be visualized in Fig. 2.

Apart from access to information, the main factor in empowerment using the facilitative learning approach is the mapping of sociostructural and geographical potential

independently carried out by the community. The facilitator's role in community empowerment using the facilitative learning approach is only as a secondary element (support). The main subject in empowerment with the facilitative learning model is the community itself. Communities are expected to determine the direction of their own lives without relying on other parties, but rather cooperation.

In the last few decades, the term literacy has become very popular. The term comes from the Latin *litteratus*, which means a learned person, or *litteram*, which involves mastering various writing systems and their accompanying conventions. In essence, the conception of literacy continues to elaborate, so that it is not only related to literacy and language, but has penetrated the function of life skills and even moral literacy. The concept of literacy as understanding and understanding gave birth to the terms productive literacy and receptive literacy. This concept refers to efforts to understand through passive language activities (reading, listening), and efforts to understand through active language activities (writing, speaking). Thus, productive literacy is limited in meaning as a process of transferring information through writing skills that are able to make sense through the use of technology [14]. To be able to carry out empowerment and achieve the desired goals, the right strategy is needed. Strategies that can be applied in the implementation of community empowerment are as follows.

Considering the Potential of the Community. Facilitators/community empowerment parties should appreciate all the potential that the community has. The purpose of empowerment emphasizes strengthening (empowering) community members to be independent. In considering the potential of the community, it is necessary to localize the local wisdom of the community, which will be used as a springboard for community empowerment efforts. So that the community will more easily accept various changes in the empowerment process.

Providing Assistance in Groups. The implementation of empowerment will be more effective if done in groups. In addition to considering efficiency and limited time and costs, group empowerment is considered more effective.

Providing Specialized Training. The empowering party needs to accommodate the suggestions of community members who ask for certain training outside the empowerment program. This proves that the community is able to analyze what they really want. For example, in the youth craft training, there were several youths who wanted to be trained in handicraft making.

Raising Local Wisdom. Empowerment parties need to raise local wisdom in community empowerment efforts. For example, sea tribe communities in Riau waters have local wisdom in the form of a prohibition on taking excessive marine products. The government or private parties who want to empower can use this local wisdom as a basis for program development. For example, teaching the community to build and manage fish ponds.

Providing Facility Assistance. Facilities are the most important element in carrying out empowerment activities. Many people, especially in urban areas, utilize narrow yards for gardening. Although the goal of the empowerment program is for the community to be self-reliant, as an initial process of strengthening the community's ability, it is necessary

to provide assistance in the form of advice and infrastructure. For example, to succeed in the greening program, the community needs to be assisted by providing agricultural tools, plant seeds, fertilizers and polybags. Assistance from the empowering party can be in the form of stimulant capital to drive the agreed program: procurement of equipment during program implementation, legal assistance such as land acquisition/permit assistance to use buildings and public facilities.

The implementation of a social change program using a facilitative strategy means that to achieve the predetermined social change objectives, the provision of facilities is prioritized with the intention that the social change program will run easily and smoothly. This facilitative strategy will be able to be implemented appropriately if it is considered that the facilitative strategy can be used appropriately if the target of change recognizes the problems faced and realizes the need to look for target change goals, and feels the need for change or improvement and is willing to accept help from outside himself. Have the willingness to participate in efforts to change or improve themselves. So the direction of change in the context of human resource development is indeed based on humans themselves as the locomotive of development.

4 Conclusion

The main subject in empowerment with the facilitative learning model is the community itself (community centered development). Communities are expected to determine the direction of their own lives without relying on other parties, except using cooperation schemes. In addition, local literacy in the community can be realized through the development of the facilitator's role as an agent to facilitate the community in learning to solve problems in everyday life. The strategies that can be applied in the implementation of community empowerment are as follows: (1) identifying community potential, (2) providing assistance in groups, (3) providing specialized training, (4) promoting local wisdom, and (5) providing facilities and infrastructure assistance.

References

1. R. E. Putera, 'Analisis terhadap Program-program Penanggulangan Kemiskinan dan Pemberdayaan Masyarakat di Indonesia', *Demokrasi*, vol. VI, no. 1, pp. 1–25, 2007.
2. M. J. Maspatella and N. Rahakbauwi, 'Pembangunan Kesejahteraan Sosial: Pemberdayaan Masyarakat Dalam Pendekatan Pekerja Sosial', *Aspirasi*, vol. 5, no. 2, pp. 157–164, 2014, [Online]. Available: <https://jurnal.dpr.go.id/index.php/aspirasi/article/view/457/354>.
3. R. Nugroho, 'Keberdayaan perempuan pasca pelatihan mengolah sampah bagi kelompok pemberdayaan dan kesejahteraan keluarga', *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*, vol. 4, no. 2. Universitas Negeri Yogyakarta, pp. 146–156, 2017, <https://doi.org/10.21831/jppm.v4i2.16225>.
4. B. Mudakir, 'Produktivitas Lahan Dan Distribusi Pendapatan Berdasarkan Status Penguasaan Lahan Pada Usahatani Padi (Kasus Di Kabupaten Kendal Propinsi Jawa Tengah)', *J. Din. Ekon. Pambang.*, vol. 1, no. 1, p. 74, 2012, <https://doi.org/10.14710/jdep.1.1.74-83>.
5. Wulan Ayuningtyas Agustin Supriyadi S.N., 'Peran Fasilitator Dalam Pemberdayaan Masyarakat Pada Program Penataan Lingkungan Permukiman Berbasis Komunitas', *J. Sosiol. DILEMA*, vol. 32, no. 1, 2017.

6. N. Margolang, 'Fasilitator dalam Pemberdayaan Masyarakat', *Dedik. J. Community Engag.*, pp. 19–30, 2018.
7. S. Sanusi and A. Prasetyo, 'Pengenalan Gerakan Literasi pada Masyarakat', *J. PkM Pengabd. Kpd. Masy.*, vol. 2, no. 02, p. 162, 2019, <https://doi.org/10.30998/jurnalpkm.v2i02.3352>.
8. S. Idris, W. Walidin, and T. ZA, *Metodologi Penelitian Kualitatif & Grounded Theory*. 2016.
9. H. Hardika, 'Model Pembelajaran Transformatif Berbasis Learning How to Learn Untuk Peningkatan Kreativitas Belajar Mahasiswa', *Madrasah*, vol. VI, no. 2, 2014, <https://doi.org/10.18860/jt.v6i2.3319>.
10. I. S. Trigunawan Solfema, 'Hubungan Antara Kesiapan Belajar Dengan Hasil Belajar Peserta Didik Pendidikan Kesetaraan Paket C di PKBM Primadona Desa Cimparuh Kota Pariaman', *J. Pendidik. Tambusai*, no. Vol. 5 No. 1 (2021): 2021, pp. 343–346, 2021, [Online]. Available: <https://jptam.org/index.php/jptam/article/view/954/858>.
11. H. Hardika and S. Trisnamansyah, 'Model Pembelajaran Fasilitatif Untuk Peningkatan Kreativitas Belajar Program Pendidikan Kesetaraan Paket C', *JIV*, vol. 5, pp. 111–119, Dec. 2010, <https://doi.org/10.21009/JIV.0502.1>.
12. N. Hidayah, 'Mengasah Keterampilan Berpikir Kritis dan Kreatif', *Pros. Semin. Nas. Bimbing. dan Konseling PD ABKIN Jawa Timur*, no. 2006, pp. 49–61, 2015.
13. R. C. Johan, Emi Emilia, A. A. Syahid, A. Hadiapurwa, and G. Rullyana, 'Gerakan literasi masyarakat basis media sosial', *Berk. Ilmu Perpust. dan Inf.*, vol. 16, no. 1, pp. 97–110, 2020, <https://doi.org/10.22146/bip.v16i1.35>.
14. D. Prasanti and S. S. Indriani, 'Pelatihan literasi media digital bagi murid-murid armidale english college (AEC) di Soreang Kabupaten Bandung Selatan', *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*, vol. 4, no. 2. Universitas Negeri Yogyakarta, pp. 157–165, 2017, <https://doi.org/10.21831/jppm.v4i2.15364>.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

