

A Scientific Model through Socio-economic Approach to Decrease Illiterates in Banten Province

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Abstract—Literacy program in Indonesia is known as functional literacy program aiming at improving the quality and standard of living of citizens and community learning. Related to the number of people learning about literacy program, there are 156,477 people in the total population of 11.83 million in Banten province or 1.32% are still illiterate. To implement the literacy program, it was needed a model in an effort to decrease illiteracy. The model created in this study employed scientific model through socio-economic approach. The results indicated that there was an increasing participation and quality of community literacy. Through the scientific model, the learners' literacy quality increased up to 62%, while through the socio-economic approach, the amount of community participation increased up to 78%. Based on the improvement, it was suggested that scientific model might possibly be used to decrease illiteracy in Banten province.

Keywords—literacy, illiterate, scientific model, socio-economic approach, the literacy quality

I. INTRODUCTION

Literacy program in Indonesia is known as functional literacy education program, conducted with the purpose to improve the quality and standard of living of citizens and community learning. Literacy is the ability to read, write, and count. For adults, it is more functioned in everyday life. Therefore, literacy program is included into non-formal education service for learning, to have the ability to write, read, count and analyze oriented everyday life by utilizing the existing potential in the surrounding environment, so that the learners and the community can improve the quality and standard of living.

Community empowerment is related to literacy program to decrease illiteracy readiness management requires embracing the principles of community empowerment, professional performance and strategies for efficient and effective program. In defining effectiveness, there are several different senses in accordance with the viewpoint and interests of each. The effectiveness of achieving the common goal is not the achievement of personal objectives [1]. This is reinforced that the effectiveness is concerned to how organizations accomplish all their main tasks or objectives [2]. An organization and institution is said to be effective if the common goals can be achieved. Meanwhile, the effectiveness should be looked at

how to obtain and utilize resources in efforts to establish operational goals [3].

Hence, community empowerment through literacy education program is an effort that enables the community with all its existence can empower themselves. Thus, the activity is centered in the community and departed from the community in which it brings benefits to society. In this regard, there are five basic principles of attitude that should be adopted. First, concerning to problems, needs, potentials/community resources; second, reciprocal confidence of the waiters and the program of the public owner of the program; Third, the facilitation to help ease the public in a variety of activities; and fourth, namely participative effort involving the participation of all components of institutions or individuals, especially the learners in activities; and fifth, nurturing role of the community and the results achieved. Based on the five basic attitudes, implementing the literacy program needs to refer to the socio-economic approach given from one to another different area.

Banten province has a population of 11.83 million spread over in four districts and four cities. Each district or city has different characteristics and number of illiterates. The number of illiterates in Lebak is as many as 25,111 people, 23,273 people in Serang district, 22,717 people in Pandeglang and 50,870 people in Tangerang. Meanwhile, 16,405 people are in Tangerang city, 10,493 people in South Tangerang city, 4,483 people in Serang city, and 3,125 people in Cilegon city. Related to differences in the number of illiterates and the characteristics of the district/city, literacy education program to empower the community should take heed: the techniques of education and socio-economic values. Based on this, to the eradication of illiteracy in the Banten province, this study used a scientific model through socio-economic approach.

II. METHOD

Decreasing the illiteracy in Indonesia has been held continuously by the government since 1949. The uses of model in decreasing illiteracy program vary from time to time, depending on the demands, supporting resources and education policy by the government. The model used in the program is based on the objectives and content of learning and can be divided into three categories. First, the model of elementary literacy education program provides literacy skills for elementary-level arithmetic among residents to learn. This

model made through a mass movement throughout the area and involves the various elements of government and society. Second, the model of functional literacy education program provides literacy skills of counting integrated into the knowledge and skills according to the needs and the direct benefit of the lives of the learners. This model made is limited and selective in some districts. Third, the model literacy program for equality provides arithmetic reading and writing skills integrated with basic knowledge and skills as well as equality in primary school. In this study, a scientific model through socio-economic approach is used. To reach the needs of the entire society of illiterates in each district or city, a scientific model of socio-economic approach in this study is shown in Figure 1.

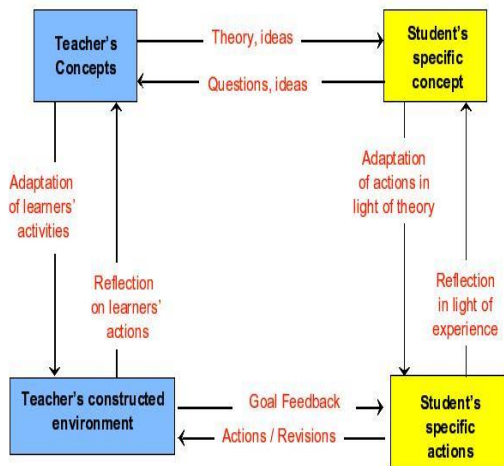


Fig. 1. Scientific model with socio-economic approach

Based on the above image, socio-economic approach begins with an assessment of national until individual. National assessment is based on policy and preparedness in training and funding and based on the districts/cities studied from vulnerabilities and capacities on rescue plans and social warning chain. Meanwhile, the study of individual covers awareness, capabilities and procedures. If every individual already has the awareness, capabilities and stages to develop themselves, the learners are able to make a specific concept become a specific action.

In applying the model, it involved tutors at the Community Learning Center (CLC) who were spread throughout the districts or cities. The participants involved in these activities were 68 people. The implementation was conducted in CLC Serang District. Given the various characteristics of the participants, stratified random sampling technique was used.

III. DISCUSSION

Illiterate population scattered in each region (province, district and city) that has different characteristics on social, cultural, economic resources. Dealing with the illiterates, Banten province has a population of 11.83 million spread over four districts and four cities. Each district or city has the characteristics and the number of illiterates different. The number of illiterates in Lebak is as many as 25,111 people, 23,273 people in Serang district, 22,717 people in Pandeglang

and 50,870 people in Tangerang. Meanwhile, 16,405 people are in Tangerang city, 10,493 people in South Tangerang city, 4,483 people in Serang city, and 3,125 people in Cilegon city.

In general, there were two main factors that led to the illiteracy: the poverty and lack of services. Therefore, this literacy program needed to be integrated with poverty alleviation and service widely as well as flexibly. Based on Sen's work, education has a double role for development, including for community empowerment. First, a "direct" (or intrinsic) one because being educated allows people to have directly a better quality of life by enjoying, for instance, cultural events. Second, an "indirect" (or instrumental) one realized through "economic production", and through "social change" [4]. In addition, Schnell-Anzola, Rowe and LeVine [5] took as a reference an empirical research carried out by Glewwe in Morocco. It showed that maternal "education improves child health primarily by increasing health knowledge" [6] and that it does not depend prevalently on the subjects studied in class, but on the very general abilities to read, write, reflect, and process information. Empowerment evaluation is a relatively new approach to evaluation. It has been adopted in higher education [7], community health promotion [8], violence prevention programs [9], in organizational changes [10] and in other areas.

Community empowerment with regard to decrease illiteracy required readiness management embracing the principles of community empowerment, professional performance and strategies for efficient and effective program. In this study, the illiteracy decreasing was carried out with a scientific model through socio-economic approach. The scientific model built for the eradication of illiteracy in Banten province is shown in Figure 2.

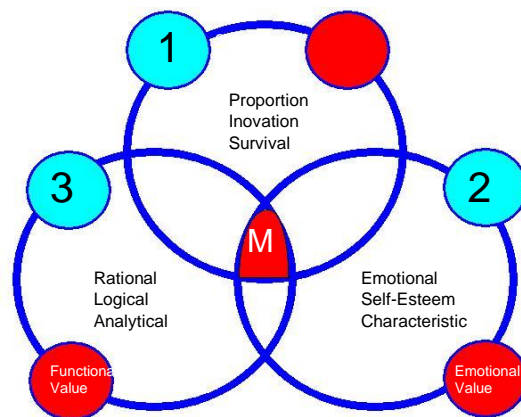


Fig. 2. Scientific model for eradication of illiteracy

Based on the picture above, there were four things that need to be considered by the participants in understanding the model. It suggested that the illiteracy decreasing is done through the socio-economic approach. Social-economic approach was to be the center that intersected with the function of the values, emotions and symbols. Value approach was used to explore the characteristics of the community and the development of an area, whereas the emotions served as the

basis for the act of giving a view to future developments. Meanwhile, the symbol was used to estimate the needs and development of the area in the future.

From 68 participants in the activities for the eradication of illiteracy in the Serang district with the scientific model, it obtained the degree of participation as shown in Figure 3. Based on the figure, 81 % of participants actively followed, while only 7 % were passive. The model applied at CLC in Serang district showed that the quality of literate learners increased by 62 %, while the approach showed that the amount of community participation increased by 78 %.

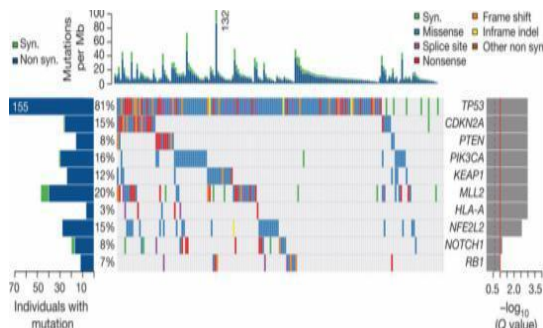


Fig. 3. Participation of the participants in the scientific model

Community empowerment through this program actually allowed the communities to empower themselves. Guided by the aforementioned principles, the community empowerment process will be more easily improved. Those principles as professional performance were required for program managers at the central, provincial and district / city levels at every stage in the program. Stages from planning, implementation and monitoring, final assessment and the impact of the program were carried out according to the rules and procedures for the management and measurable outputs for each activity and the results of each phase. The estuary of the performance was the successful achievement of program objectives enjoyed by society, especially the illiterate citizens. From it, there is a necessity from the program managers' professionalism, namely technical literacy education, community development, and program management.

In terms of the number of illiterates and their distribution, the approach of empowerment was integrated with the framework of community empowerment program strategy which can be considered as follows: (1) categorization of the target group, location and scale of priorities, using the criteria of degree of poverty and opportunities for education services.

(2) Preparation in the district / city to manage the planning, execution, control and evaluation of program. (3) Program planning in a comprehensive and integrated approach, oriented to community development according to the characteristics of the target group, the potential of communities and regions. (5) Planning support and facilitation program at provincial and central levels, according to the needs of the district / city. (6)

Organization and strengthening from the government workforce and public institutions according to the needs and oriented towards the empowerment of local communities. (7) Mobilization and utilization of resources and participation in the public and private sectors in an integrated and focused community empowerment process. (8) Management and control study program towards the development of empowerment, self-reliance and self-sufficiency that directly benefit the target groups, which, in this case, should be developed/utilized by PLS/similar educational institution such as CLC, study groups and others. (9) Management monitoring, evaluation and information systems at each stage of the program and the level of management.

IV. CONCLUSION

Principles of basic attitude and professional performance should be concerned in the implementation strategy of community empowerment through literacy education program. Moreover, it should also be designed and implemented through innovative breakthrough models by utilizing local wisdom that has grown and developed in the local community. Community institutions engaged or associated with the program to eradicate illiteracy needs to be utilized as a forum for learning activities, especially the Community Learning Centre as an institution because it has the potential for community empowerment.

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