

Functional Literacy Conceptual Model Oriented to Character Education for Jail Inmates

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Abstract—Based on a survey, there are still 10 penitentiary inmates who are illiterate in Gorontalo City Penitentiary, with age 45 – 65 years old. The survey shows that penitentiary inmates who committed a crime, are included those who are illiterate. This means that basically, these people have character issues. Therefore, the aim of this research is to develop functional literacy learning model based on character education by the learning centre in Pengayoman. The method used in this research is research and development, divided into four steps: initial study, developing model, implementation, and recommended model construction. Furthermore, the experimental method used an empirical test. The model design product consists of recommended learning model design for illiteracy learning based on character education. Furthermore, from this model, it is expected to improve personal character, entrepreneur character, and cognition and psychomotor.

Keyword—functional literacy; character education; inmate

I. INTRODUCTION

Reading and writing ability is definitely necessary for this era. This simple ability is the only way to access information that can improve one's life. As UNESCO stated, literacy is the core of education [1]. It has been well-improved for the past 50 years, but still, there are many illiterate people to be educated. Literacy will help a person to gain knowledge that not only for personal information but also may change his/her character. The government rule stated there are three aspects to be improved with functional literacy: attitude, knowledge, and skill [2]. Therefore, functional literacy education and character education are necessarily related to each other.

According to its definition, a character is habit, morals, or personality traits that formed as a result of the internalization of various virtues [3]. A virtue comes from various values, morals, and norms, which also believed to be manifested in the interaction between man and his God, with his fellow human beings. In addition, virtue manifests also in interaction with the environment, with the nation and country, and with itself. It is believed not to be a product but a continuous process [4]. Literacy is one way to improve this process.

One of the targets of functional literacy program is the jail inmates. The education needed by these people is hopefully will also build their character as it is for their knowledge. The previous research [5] stated that functional literacy program implied on jail inmates is aimed to decrease the criminality.

When people are functionally literacy, they will become more productive and be able to find a job instead of acting against the law.

Based on observation in 2015, there are about 10 inmates who are still illiterate in PKBM Pengayoman Gorontalo Penitentiary. This research aims to obtain a conceptual model of functional literacy learning oriented to character education implemented, which includes: (i) learning design, (ii) module of learning, (iii) curriculum and learning tools, and (iii) A learning assessment guide. Characters that can be developed to improve reading, writing, and numbering to the penitentiary inmates is (i) personality, (ii) entrepreneurship, and (iii) cognition and psychomotor. The personality character includes honesty, discipline, self-confidence, responsibility, courteousness, and caring. The entrepreneurship character defines as a character that strives for these people to get used to doing useful things. The cognition and psychomotor character deal with the development of cognition and skill.

II. METHOD

The location of research is Gorontalo City Penitentiary. Time of research activity conducted for 2 (two) years. The first year is making conceptual model development and the second year is used in the model implementation. Each year the activities are evaluated and reports are made. The discussion in this article is the result of the first year of research. Furthermore, the subject of research is the inmates who have followed basic literacy education as many as 10 people.

The method used is research development (R & D) method in PNF field [6]. In the preliminary study, activities conducted the study of theory and regulation of literacy and character education. Furthermore, in limited coverage, a survey on PKBM Pengayoman is done by conducting interviews with criminals, tutors, and managers PKBM.

In the model development activities, the drafting of the model is carried out by the researcher by considering the theoretical and regulatory studies as well as the limited survey results. Furthermore, the draft is validated by experts consisting of Experts from UNG University, in this case, the lecturer of Non-Formal Education and practitioners' experts by a legitimate agency (BP PAUD – PNF). After being validated the draft model was revised so that the conceptual model was implementable (hypothetical model).

III. RESULTS AND DISCUSSION

A. Results

The approach of this conceptual model is based on character education. The development of this model begins with the study of theory and regulation. Theories studied include functional literacy education, character education, and how both of them are necessary for jail inmates.

The survey results show that illiterate inmates are mostly caught up with issues closely related to personality traits. Some are involved in murder, some are involved in a robbery, and there are thugs, as well as other similar acts, although some are only involved in accidents causing casualties. In addition, it is also informed that the illiterate criminals include jobless people that they are not used to work. In general, inmates are those who have trouble in character. Theoretically, the condition in penitentiary differs from the outside life. Penitentiary inmates have no unconfined activities to do, which sometimes make them less desirable to learn something. A better approach is necessary. Understanding the needs of the inmates is hopefully will motivate them in the learning process, as an additional way to improve inmates' empowerment program by the government.

At the stage of model development, the drafting of the model is done by considering the results of the initial study above. The components of the draft model include (i) input, (ii) process, (iii) output, and (iv) outcome. The input contains the competence of penitentiary inmates supported by self-motivation and internalization. The process includes planning, implementation and evaluation activities. The Output describes literacy and character enhancement. Finally, the outcome is about literacy and character implementation in daily life. The conceptual design of functional literacy learning is characterized by character education as follows Diagram 1.

Furthermore, the draft model is validated by a Team consisting of (i) Experts from Higher Education and (ii) Practitioners. Experts from Higher Education are Lecturer of Non-Formal Education of the State University of Gorontalo, while Practitioner is Learning Centre from the Development Agency of Early Childhood Education and Non-Formal - Informal Education.

From the validation, results are recommended by evaluators about the indicators for each aspect. The indicator shows more directed development as well as more authentic assessment. Based on the validation results, the design of the draft model, in general, has not changed. Additions are made to the indicators of each aspect.

The conceptual model of learning is supported by learning device models, teaching materials (modules) and learning assessment tools. Learning tools include the syllabus and the Implementation Plan of Learning. Furthermore, teaching materials is a functional literacy teaching materials that are character-oriented education. Lastly, assessment tools are filled with tests, observation sheets, and questionnaires.

B. Discussion

As stated before, this research only carried out 2 stages from 4 stages of Bob and Gall's R & D [6]. The early stage of the

study consists of regulatory and theoretical studies have been carried out the study of literacy theory, character theory, and schooling theory. Similarly, the review of regulations related to literacy learning, character building, and schooling in the curriculum.

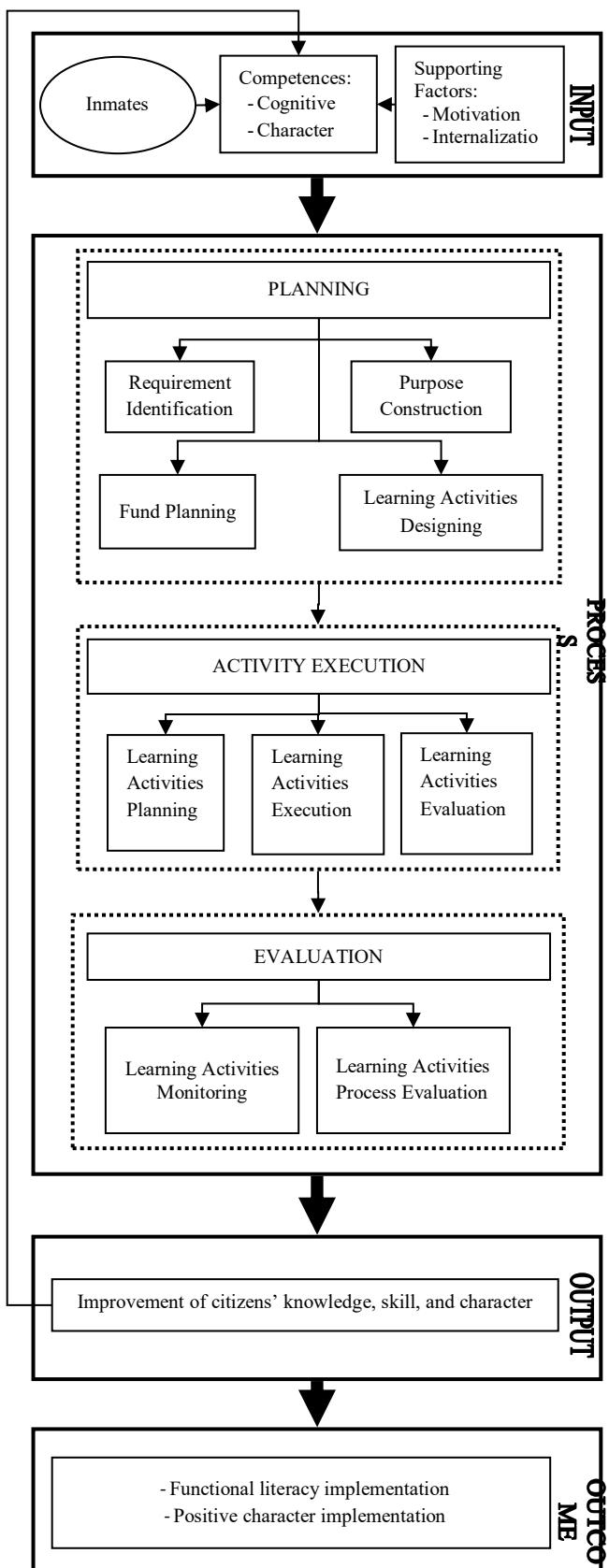
Based on the government regulations, the functional literacy aims to build 3 (three) aspects: knowledge, attitude, and skill [2]. Improving the ability of reading, writing, and numbering has been all the purpose of functional literacy programs. To build a better attitude is one of the reasons the functional literacy should be oriented to character education especially for jail inmates.

Skill development of functional literacy purpose is enhanced depends on the object and resource of the research. Niko [7] presented a functional literacy program for rural women by acknowledging literacy to their environment or daily activity. As for jail inmates, the best motivation to encourage them to learn is by entrepreneurship character building.

Entrepreneurship does not mean that every job should be worth the money. However, it is expected that every bendable work benefits both for themselves and for others. Thus, entrepreneurship character building hopefully will be motivated to make somebody to always do something useful.

Another character that is needed is the ability of cognition and psychomotor. The inmates barely spent their childhood informal education. Some of them are drop-outs while others did not go to school at all. This allegedly explains their illiteracy, which prohibits them to learn useful skills for sources such as books or internet.

As mentioned by Newman [8], one of the importance of functional literacy program for the jail inmates is to educate not only to gain knowledge but also to build character. It is mentioned that functional literacy is important (for example) to find a job rather than acting criminally to fulfil the daily necessity. As mentioned in the results, it is also confirmed that the illiterate criminals include jobless people that are not used to work. Therefore, despite its social-cultural differences with the previous research [9], it is agreeable that education especially functional literacy is one way to decrease criminality. The other way, by simply seeking for information through literacy, a person may understand the aspects of the rule, norm, even mores and religious values [10]. Therefore, it will gradually solve social problems.



IV. CONCLUSION

Based on the results of data analysis it can be concluded that basically functional literacy programs have been implemented in Penitentiaries of Gorontalo City by PKBM Pengayoman. The results of the analysis of the theory and regulation and the initial survey hence developed the conceptual model of character-oriented functional literacy learning. The results are conducted by considering the model validation of the Expert Team and Practitioners. The conceptual model of literacy-oriented learning literacy is supported by the model of learning tools, modules, and models of learning appraisal tools. In order to improve the competence of inmates, it is expected that this functional literacy program is followed well by inmate learners.

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Diagram 1. Conceptual design of functional literacy learning oriented on character education