

The Optimization of Iqro' Method Implementation in Basic Functional Literacy Learning by Developing Learning Material based Padi (Rice Plant) as One of Local Potency in Jember

Irliana Faiqotul Himmah
Non Formal Education Study Program
Faculty of Teacher Training and Education
Universitas Jember
Jember, Indonesia
irli.fkip@unej.ac.id

Fuad Hasan
Non Formal Education Study Program
Faculty of Teacher Training and Education
Universitas Jember
Jember, Indonesia

A. T. Hendrawijaya
Non Formal Education Study Program
Faculty of Teacher Training and Education
Universitas Jember
Jember, Indonesia

Abstract—This research was conducted for developing a valid, practice and effective learning material which able to optimize the implementation of iqro method in basic functional literacy learning. This research used Research and Development (R&D) approach. Thiagrajan's 4D model was used as its research design. The data were collected through observation, interview, questionnaire and documentation study. The data were analysed by descriptive analyses. The research result showed that the learning material which used PADI as its theme is very feasible to be used in functional literacy learning process. In validity criteria, it get score 3.7 in maximum score 4. In Practical criteria it got score 3.6. In effectiveness criteria it got score 3.6.

Keywords—Iqro' Method, Functional Literacy Learning Material, Functional Literacy Program.

I. INTRODUCTION

Illiterate is one of educational problem that must be solved soon. It has been identified that an accesable education and poverty become the main source of most illiterate people in Regency of Jember and it makes Jember become the highest population of illiterate people. Basic Functional Literacy Program have been done to decrease the number of illiterate people in Jember, but until today it was not able to solve it yet completely and Jember still become regency with the highest illiterate population in Indonesia. Based on that condition there are some homework that must be done to optimalize the result of functional literacy program in literating illiterate people, and one of them is by developing learning

material and choosing the right method in learning process.

Based on Ditjen Dikmas [1] the learning material in functional literacy education need to full fill these criteria, (1) motivate learners to learn, (2) relevant with learners live and environment, (3) can be functioned and applied directly in learners daily life. That statement also supported by the result of Santini's Research [6] which said that learning material for functional literacy education need to put local wisdom in mind. Based on that research finding, the criteria below must be full filled. It is (1) the material must available in learner's environment, (2) can be understood by the learners (relevant with language and value that grow in their community), (3) relevant with learner's need and objective, (4) the material must be produced together with the learners (5) need assessment must be done together with the learners, (6) the learning material is not opposed with SARA where the learners live, (7) the learning material must be found by finding the appropriate potency in learner's environment.

Jember society is known as Pandalungan society. It has two culture (Java and Madura) which dominate the society. Jember has Muslim as its major society. Especially for them who lived in village area, they have strong religion background. It can be seen by those illiterate people who are able to read in Arabic language fluently but cannot read in Indonesian language. Jember has agriculture and forest as its local potency. So that most of villager's have farming as their main job.

Back to functional literacy learning issues, Iqro' method has been used as learning method in some functional literacy learning group. It was used around 2010-2011 and has been able to achieve the great success in helping the learners to read and write in Indonesia language. It's like what researcher found at previous research with the title Penerapan Metode Iqro Pada Pembelajaran Calistung Keaksaraan Fungsional Dasar, Himmah [1] which showed that the implementation of iqro' method for the learners who have strong Islamic religion background made them have high motivation in learning read and write in Indonesia language so that they can achieve read and write in Indonesian language as the result. Another finding about that research is there are opportunity to maximize the result of iqro' method by developing learning material that suit with learner's characteristic.

Based on that previous research, the researchers develop a learning material based on local potency. The local potency that is choose as a theme of learning material is PADI which is one of local potency in regency of Jember. Another reason in choosing PADI as a theme of learning material is there is no previous research which resulted a learning material based PADI weather integrated with iqro' method or not.

II. METHOD

The objective of this research is to develop a learning material by using PADI as its theme which able to full fill validity, practicality, and effectiveness. This research have been conducted in Dinas Pendidikan Kabupaten Jember and Functional literacy program in Kaliwates Distric.

This research adopted Thiagrajan 4D model [7] which have four steps, started from define, design, develop and disseminate. The process that have been through are (1) collecting relevant information with research theme, (2) designing prototype of learning material, (3) conducting expert test and field test, (4) revise the learning material, (5) write the research report.

Data collecting was done by using various technique such as observation, interview, documentation study and questionnaire. Those various technique used to guarantee the validity of data. The data have been collected is combined and analyzed by descriptive analysis technique.

III. RESULT AND DISCUSSION

By doing descriptive analyses, the result of this research are (1) the learning material are very valid by getting score 3.7, (2) the learning material are very practice by getting score 3.6, and (3) the learning material are very effective by getting score 3.6. Those finding also supported by the result of observation

and interview who showed that the learners did not find difficulty as long implement the learning material in their learning process. In the other hand, they feel motivated to learn and able to achieve its learning goal.

A. Validity of Learning Material

The validity of learning material divided by content validity and language validity. Both content validity and language validity got score 3.7 in maximum score 4. Its mean that the learning material are valid in both content and language, and it is ready to use in functional literacy learning process.

That validity is gotten by the learning material, because it able to full fill the criteria that have been said by Ditjen Dikmas. Those are (1) motivate learners to learn, (2) relevant with learner's live and environment, (3) can be functioned and applied directly in learner's daily life.

The first criteria (motivate learners to learn) can be seen by what the learners admit after the program finished. The said that they happy to attend and follow the learning process because in the process they got the learning material who easy to read and understand because it also use Arabic language inside.

The second criteria (relevant with learners live and environment) can be seen by the content of learning material which consist of information about PADI (rice plant). PADI is something that the learners are very familiar with it because they are farmers.

The third criteria (can be functioned and applied directly in learner's life) can be seen by the direct use of the information inside of learning material, as example the kinds of rice plant, the learners directly can see and identified what rice plant they plant in their farm.

The learning material also full filled what Santini [5] describe as her result finding. It is learning material for functional literacy program need to consider the local culture especially its language by these criteria. (1) the material must available in learner's environment, (2) can be understood by the learners (relevant with language and value that grow in their community), (3) relevant with learner's need and objective, (4) the material must be produced together with the learners (5) need assessment must be done together with the learners, (6) the learning material is not opposed with SARA where the learners live, (7) the learning material must be found by finding the appropriate potency in learner's environment.

Just like what have been described before that the learners are farmers who plant rice, so PADI as the theme of learning material already full filled the firs criteria. The language in learning material also use Arabic language where the language who already mastered by the learners (reading and writing), so the

learning material already full filled the second criteria. The content of learning material is about rice plant. Just like what we already explained that the learners are farmers who plant rice, so the learning material already full filled the third criteria. PADI (rice plant) as a theme of learning material is something that become potency in learner's environment, so the seventh criteria already full filled.

B. Practiceness of Learning Material

To increase quality of learning material so that can be more meaning full in the learners live, optimizing the quality of functional literacy learning become very urgent. One of the component need to be developing are the quality of learning material. Mudlofir [5] describe learning material as a material which is arranged coherently and systematically to achieve learning objective.

Based on that description and what the researcher found, the learning material with PADI as its theme be able to give easiness for teacher to implement it. The teacher also did not get difficulty while the process. The learning process are running well and able to achieve its goal.

C. Effectiveness of Learning Material

The effectiveness of this learning material are measured by what Kusnadi [3] described. It have five criteria, these are (1) relevant with learners need, experience and interest, (2) the learners learning orientation have deep connection with their live, (3) experience become the richest source that need to be correlated with learning process, (4) each learners has need to direct their own self, (5) individual difference among learners increase along age.

By those description, we can assume that the first thing that the teacher need to do in teaching adult is growing their learning interest. The learning interest grow when they feel need to learn. The interest will be more realized than need. It's like what Marzuki [4] said that interest usually can be realized while need are not. The adult learners interest to learn, they will be motivated to learn.

Motivation to learn in functional literacy learning process is seen by the increase of their frequency of presence in learning process. It also seen by their enthusiastic in following and participating in learning process from start till finish. And the result of the process they through are the acquiring literacy skill. They become more skilled in reading, writing and counting in Indonesia language.

IV. CONCLUSION

By what we discussed above, it can be conclude that the learning material which use PADI (rice plant) as its theme can be used in functional literacy learning process because are able to full fill validity, practically and effectiveness criteria. It can be used for the learners who have deep Islamic religion background and farmer background.

By those conclusion we suggest to (1) organizer of functional literacy program who have learners with farmer and deep Islamic religion to implement this learning material. (2) Stakeholders to support developing learning material based on their own local potency, (3) next researcher to develop another learning material based on their own local potency to support optimization of implementing iqro' method.

ACKNOWLEDGMENT

The writers epress gratitude to organizer gratitude to organizer of functional literay program for allowing the reseachers to conduct research in their learning groups

REFERENCES

- [1] Direktorat Pendidikan Masyarakat. (2006). Panduan Umum Pelatihan Program Keaksaraan Fungsional . Jakarta: Direktorat Jenderal Pendidikan Luar Sekolah Depdiknas .
- [2] Himmah, I.F., 2010, Penerapan Metode Iqro' Pada Pembelajaran Calistung Di Keaksaraan Fungsional Merpati, Kabupaten Jember.,Malang. UM.
- [3] Kusnadi, 2005, Pendidikan Keaksaraan, Filosofi, Strategi, Implementasi, Departemen Pendidikan Nasional DIRJEN PLS Direktorat Pendidikan Masrakat, Jakarta.
- [4] Marzuki, Saleh. 2009. Pendidikan Nonformal Bukan Residu. Malang. FIP UM.
- [5] Mudlofir A. 2011. Penelitian Pendidikan Metode dan Paradigma Baru. Bandung :PT. Remaja.
- [6] Santini, Y. Model Pendidikan Keaksaraan Fungsional Orientasi Budaya Lokal Untuk Peningkatan Mutu Layanan Belajar, 2010, UPI, Bandung.
- [7] Thiagarajan, S., Sammel, D.S & Sammel, M. I. 1974. Instructional Develpment for Training Teachers of Expectional Children. Minneapolis, Minnesota: Leadhershup Training Institute/ Special Education Univacity Of Minnesota.