

Learning Group Functional Literacy Education Using Reflection Method (Case Study at Community Learning Centre (PKBM) Tenggang Raso and Siti Nurbaya Padang City)

Irmawita

Department of Non Formal Education

Faculty of Education

Universitas Negeri Padang

Padang, Indonesia

irmawita@fip.unp.ac.id

Abstract-This research is motivated by the ability of learners who consist of adults who currently learn to read, write and count, to do basic education and skills about various experiences and life, and learn to speak Indonesian. The objective of study was to explore, describe and analyse specific programs which intended for non-school communities in terms of their learning methodology. The approach used is qualitative, in the form of case study method through participant observation data collection technique, in-depth interview and documentation study. The subjects studied were the study group of Community Learning Centre (PKBM) Tenggang Raso and Siti Nurbaya, each one was guided by a Tutor. The results showed this method is very effective to teach learners of Functional Literacy, where learning activities have been started from controlling the interest and learning needs of learners. Implications and recommendations of this research are the need to improve the system of organizing functional literacy education programs, including guidance on the implementation of Tutor training, especially concerning the method of learning. The implementing of reflection methods in the learning process in other study groups, as this method is very effective in teaching learners, and can eliminate the dependence on Functional Literacy module.

Keywords-*Learning Process of Literacy Learning Group, Reflection Method*

I. INTRODUCTION

Forms of functional literacy education programs in non-formal education units will continue to be developed (functional literacy) because learning citizens who have never received education or those who drop out of primary school are needed and have adequate experience for the community. This program is in accordance with Law Number 20 of

2003 concerning the National Education System on non-formal education in Thailand in 1990 which was supported and implemented by UNESCO, UNICEF, WORD BANK, UNFPA and UNDP. At the meeting it was agreed on the basis for the "World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs" [1]. World Declaration on "Education for all: Meeting basic learning needs". For UNESCO member countries, and continued with the Dakar Declaration in 2000 where one of its commitments was to provide education to all members of the country who for various reasons could not attend education.

In realizing the mandate, providing education for all States (Education For All) is carried out functional literacy education, which was formerly called new style of illiteracy eradication (PBH) or also known as education program for study groups. The problems faced in the functional literacy education learning group are: (1) The implementation of learning in functional literacy learning groups is still the delivery of information (Expository) and classical tendencies, and less use of andragogy principles; (2) The preparation of a learning plan or curriculum has not been based on the real needs of the learning community, the abilities and experience they have, the living environment and local resources available or can be provided so that this is due to their low learning motivation. (3) Tutors do not involve learning citizens in preparing learning plans / schedules and determining topic / learning material, and are still dominated by tutors. Besides that, Tutors do not give freedom to learning citizens to choose their own learning topics or materials that are in accordance with their learning interests and needs. (4)

In the learning process in the study group, Tutors still rely on or are oriented to the functional literacy module or the Paket A book as a specific reference. (5) The application of action activities in learning groups that contain reading, writing and arithmetic is not functional and has not been well implemented, because it is not based on problems that are directly related to the learning interests and learning needs of citizens [2].

As an effort to benefit the functional literacy education program, and to motivate and empower learning citizens, it is necessary to establish a method of reflection by Tutors, in the learning process in the group of functional literacy education. This method is the latest method of literacy learning, through reflection methods true in the learning process, it is hoped that it can be used as an effort to empower the process through awareness and action to make changes, because individual awareness plays a role in changing their attitudes and behavior [3].

The focus of this research is on functional literacy education programs and various things that surround them, but formulated: How is the learning of functional literacy education programs in two study groups in KF Tenggara Raso and KF Siti Nurbaya in PKBM through the Reflection method in Padang City. And what are the steps in applying the reflection method in exploring the learning interests and needs of the learning citizens in the learning process in the KF study group? Does using reflection methods motivate and empower learning citizens in study groups?

The purpose of this study is to reveal things: (1) Describe the method of reflection in exploring the learning interests and learning needs of the citizens whose results are made into topics or learning materials in the study group. (2) Describe the reflection method in the group learning process of learning functional literacy education. (3) Assessing the Tutor's efforts in motivating and empowering KF learning citizens by using the reflection method (4) Revealing the supporting and inhibiting factors in the implementation of functional literacy education groups, especially the application of reflection methods in the learning process.

Non-formal education programs on functional literacy education are intended for teenagers, adults and elderly who have never received schooling education or they have gone to school but break up in the middle of the road because it is caused by various factors, for example due to poverty, economy, social, education and so on. Literacy functional is defined as the ability to read, write and count, the ability of basic knowledge and experience, the ability to speak

Indonesian well. As Napitupulu (2004) Literacy is broadly limited as the basic knowledge and skills needed by all in a rapidly changing world, it is human rights. Further said that: in every society, equality is a necessary skill in itself and one of the foundations for other life skills. Literacy is also a catalyst to participate in social, cultural, political, economic and community empowerment activities and is a means of lifelong learning [5].

According to John Hunter in Sukarso, Jalal, Kusnadi, Wijana, & Rahajaan (2004) there are three categories of definitions of literacy, where each category is based on assumptions that are very different from the role of literacy in the life of each individual in the life of society, namely: (1) Literacy as a set of basic skills, abilities, or competencies; (2) Literacy as the necessary foundation for a higher quality of life; and (3) Literacy as a reflection of political structural realities.

Functional literacy emphasizes an ability to be able to overcome a new condition created by the community environment, especially what is needed in order to enable learning citizens to have functional abilities (functioning for themselves and society).

Based on the above categories, the notion of functional literacy in Indonesia, is a combination of the three categories and roles of literacy, but emphasizes the second assumption, namely by emphasizing on improving the quality of life and community empowerment, especially for learning citizens who take part in the program.

Functional literacy education is a non-formal education service program to develop one's ability to master and use writing, reading and numeracy skills, the ability to observe and analyze, which is oriented to everyday life by utilizing the potential that exists in the surrounding environment. The literacy concept proposed by Cottingham & Archer (1996) in his book "Reflect Mother Manual" states that: The concept of literacy must have the following approaches: (1) Emphasize writing rather than passive reading from existing texts; (2) emphasizing the active and creative involvement of learning citizens; (3) build knowledge, experience and pay attention to oral traditions of citizens learning and other literacy; (4) focusing on learning material produced by the learning community itself; (5) guarantee that the process of learning is responsive and relevant to the social context; and (6) where learning will be better if there is a learning environment than in the classroom.

Based on the description above, so that the functional literacy education program is worthwhile, and the added value can truly be felt by the

community as a vehicle for self-liberation from ignorance, poverty and backwardness and can be a vehicle in improving its economic, social, and political, so one effort needs applying reflection (feedback) method in the learning process in the learning group, so that the functional literacy education program can be felt by the learning citizens. The reflexive method is very instrumental in the process of empowerment through awareness and action (e) to make changes, because individual awareness plays a role in changing their attitudes and behavior. This method was originally developed by Section Aid based in London in 1993, combining the theory of Paulo Freire, and the practice / implementation of PRA (Participatory Rural Appraisal) such as the method of making tables, maps, diagrams, timelines, calendars and transect walks [7].

The impact of using this reflection method is an increase in the ability of learning citizens in functional literacy education to analyze and solve problems in accordance with their ability to express new opinions and ideas, and increase participation. Learning activities using reflection methods attempt to relate directly to the activities of the community in which they live, so that they can improve their local conditions, have a positive influence on the management of human resources both individuals and groups. The correct application of this reflection method can encourage or motivate residents to learn in learning and can accelerate learning to read, write and count on the learning community of the KF program, because the reflection method puts forward the principles of adult learning, experiences and situations faced by learning citizens in life they are everyday.

The learning process using the reflection method is done through recycling, which means doing three methods which consist of reflecting on what has been done, then taking actions and various actions, and reflecting on the things that have not been done yet (Reflection, Action and further reflection). By using this cycle in the process of learning functional literacy, it will require awareness of learning citizens who are responsive to the reality of life and the environment, and can act to improve life and improve their environment. The principle used in the learning process using this reflection method is the community itself who thinks and acts (reflection-action) on the world of life.

The KF learning process between learning citizens and tutors conducts mutual learning activities, each reveals the idea, and analyzes those ideas that are related to their lives, identifies their

differences, and explores their potential to change towards a more positive direction. The learning process in the KF program, the learning citizen is the one who decides for themselves what the content teaches. The role of the Tutor is to develop an analysis process, not dictating what it contains. This does not mean that Tutors cannot provide their experiences and views, and their views because Tutors are also participants in the entire process. In the process of reflection learning, Tutor and learning residents take place in multi-direction learning, where they share new experiences between one another, and the role of Tutors is as "synthesizing learning" in the learning group. Learning citizens can learn from their own experience, conduct studies and new discoveries, as well as discover the failures that have been experienced in the application of this method.

From the description above, it can be concluded that the reflection method is a participatory learning process that is well packaged and prudent in order to facilitate critical analysis of learning citizens and society towards their environment, by placing empowerment as the heart of its development. Through the creation of a democratic process and the construction and interpretation of locally developed texts.

The results of Lindeman's study of the adult learning process formulated by Knowles (1970) on the meaning emphasizes that learning citizens will be more interested in learning if they pay attention to their learning interests and needs, situations in life, experience, self-concept and differences from individuals.

To explain the problems faced and efforts to motivate and teach KF learning programs, there are several things that need to be considered with regard to the nature of adult learning. According to Sardiman (2000) that the motivational characteristics that exist in a person are (1) Be diligent in dealing with tasks (can work continuously for a long time, never stop before it's finished). (2) Resilient facing difficulties (never giving up), not quickly satisfied with the achievements. (3) Demonstrate great interest in various types of learning problems. (4) Prefer to work alone and not depend on others. (5) Quickly bored with routine tasks (especially things that are mechanical, repetitive so that they are less creative). (6) Able to maintain his opinion (if he believes something and does not easily let go of what is believed and likes to find and solve problems. In empowering people, functional literacy programs can play a role, at least in three ways: (1) Learning outcomes foster awareness of citizens learning about the importance of their efforts to free themselves

from ignorance, backwardness, social inequality and poverty and from low rewards or wages, and from injustice in society, by utilizing the knowledge and experience they already possess. The awareness process can be pursued through applying it through methods reflections as mentioned in the previous section through the actions of maps, tables, diagrams and the existence of concrete actions or the application of learning outcomes in the community. (2) Through the KF learning program, the community learns about how to organize so that together they can learn about their living conditions and explore various opportunities related to work, business fields and facilities that can be obtained such as giving business credit, materials and tools needed and marketing and information needed. (3) Learning citizens and tutors collaborate with community organizations in an effort to identify needs and utilize social, political and environmental infrastructure in the community to help society so that they can solve the social and economic problems they face.

II. RESEARCH METHODOLOGY

The approach used in this study is qualitative in the form of case studies, because it intends to describe the reflection method approach in the group learning process of learning functional literacy in the everyday atmosphere as it is. The analysis used in this study is inductive analysis by looking for patterns, shapes and models and themes to be able to reveal data systematically, about events, actual events that exist in the learning group.

The study was conducted on two groups of functional literacy learning in Padang City, namely the Learning Group "Melati" in PKBM Tenggara raso Kuranji District, and the Learning Group "Seroja" in PKBM Sitinurbaya District Padang Selatan whose activities were learning residents who were selected as research respondents. The two study groups were chosen because they have unique and special features when viewed from the background of their society, their socio-economic conditions, and the trends or topics that are a problem to study.

The subjects of this study were learning residents, tutors, program managers and the local community as well as other institutions related to the study group activities of both PKBM in Tenggara raso and PKBM Sitinurbaya.

Data collection tools or instruments of this research are researchers themselves, because researchers become everything from the study process both in planning, implementing and collecting data, analyzing and interpreting data and

reporting the results of their research. Data collection techniques are carried out through participatory observation, in-depth interviews, and documentation studies using field notes.

III. RESULTS AND DISCUSSION

Based on empirical studies and theoretical studies through the discussion of the results revealed research findings as follows: Tutors (educators) do not have the same perception and understanding of the Reflection method, this is influenced by the background, work experience and previous study groups and several times they have followed training. For that they need to be given further training and coaching, and given opportunities for sharing, experiences with fellow Tutors, so that they are more creative in fostering learning groups that are their responsibility.

The use of this reflection method in learning in the learning group is influenced by various aspects, especially abilities, skills and creativity. Tutors must especially pay attention to the specific characteristics of learning citizens. In addition, the most important component in the application of this reflection method is the availability of learning supporting facilities and infrastructure such as cardboard, scissors, markers, isolates, cutters, HVS paper and so on as well as the availability of learning funds to support action and practice activities directly from functional skills in groups the study group.

Using this reflection method is considered very good and suitable in learning KF learning citizens and has several advantages such as: (1) Learning citizens feel happy and motivated in learning, because what the topic they learn comes from themselves both regarding ideas / ideas, experiences, feelings, ideals and hopes and problems that are directly related to their interests and needs. (2) Learning citizens have freedom of expression during the learning process, more freely in deciding and deciding the desired learning material (3) Learning atmosphere is not boring, because it is very communicative and interactive between fellow learning citizens and Tutors, and (4) Activities and learning participation of the learning community is very visible, which is characterized by their activeness, interaction and involvement in planning and implementing the learning process in the KF learning group. While the weaknesses include: (1) Learning citizens who are pure illiterate, have little difficulty in pursuing the material that is followed in the study group. (2) In its application, this Reflection method tends to be individual so it requires a longer time to guide each

individual. (3) Almost every meeting in the group, the learning topic is always changing, because it seeks to fulfill the desires (interests and needs) of the learning community.

To explore the interests and needs of the learning community, it is carried out in a cursory and in-depth manner, and is not diagnosed in advance so that the interests that arise are not necessarily a reflection of the real learning needs of all learning citizens. But from the analysis of learning topics or material in groups, everything comes from ideas / ideas, experiences, information held and problems faced by learning citizens, proving that there has been an exploration of learning interests and learning needs of citizens, the results of which are made into topics or learning materials in group. While the topics of interest and discussion in the group have different emphases where one emphasizes learning to read, write and count which is functionally useful for everyday needs and further emphasizes learning about functional skills.

In the implementation phase in using this reflection method, Tutors have involved learning citizens both in the preparation of learning events, and during the implementation of learning. This is evidenced by the existence of an agreement - a learning agreement made through a learning contract or from the interactions that occur during the learning process. While the strategy applied by the two Tutors in learning learning citizens, has a little difference, where Tutors in the PKBM group tolerate raso using the Discussion - Writing - Discussion and Action-Reading-Writing and Counting and Action patterns. While the study group applied in PKBM Sitinurbaya is Discussion-Writing-Reading and Action. Broadly speaking, the learning strategies in the group are divided into two groups, namely pure illiteracy and primary school enrollment. Tutors provide more time to guide those who are pure illiterate. The treatment of them is by saying the learning community as "learning material" by writing it on pieces of cardboard, then teaching them by cutting the sentence into words, syllables and using letters.

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The efforts made by Tutors in motivating and empowering KF learning citizens through the application of the Reflection method have almost no significant difference, the steps are as follows: (1) Tutors ask their feelings for learning citizens and want to learn what day; (2) Asking citizens to learn about their ideas / ideas, feelings, experiences, or problems. (3) Asking citizens to learn to discuss one of the topics to make a collective agreement; (4) If agreed upon, the Tutor makes a blank table, blind map, or calendar of the activity. If the chosen topic is daily activities, experiences or feelings of the learning community, then ask the learning community concerned to express and retell, while the other learning citizens hear and respond. (5) Tutors ask the relevant learning community or others to write on the board as a topic of discussion (6) Tutors ask the learning citizens who write the learning topics to read them. (7) Then ask all citizens to learn to write down the learning topic to read it, as well as calculate it. Next, together read it, then take turns using the correct intonation. (8) The tutor asks to discuss the title or theme of the writing above, then make an agreement on the title or theme. (9) Tutors ask learning citizens to criticize, and improve spelling, punctuation and so on. (10) Asking learning citizens to write in their respective books (by not looking at the blackboard) [10].

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The findings of this study also show that the reading material created and produced by the two study groups all come from the ideas, ideas and experiences, feelings, problems and information that the learning community has, from the one sentence to the story about something. Based on these findings, it proves that actually if they have the opportunity and are guided by creative tutors, they will be able to eliminate the interdependence on the Package A Learning book or the KF module published by the Directorate of Community Education. Furthermore, it was also stated that all reading material had context and reading material for local language (Minang language) or mixed language, also raised problems faced, raised customs, religion, social phenomena, regional arts, folk songs, culture, prayers. Prayer and so on. Besides that learning material, each has its own uniqueness and special features, which describe the condition of the region and its community, its social and economic conditions and trends or topics that are a problem to be studied in the learning group of functional literacy education programs [11].

IV. CONCLUSIONS AND SUGGESTION

In fact the method of learning and learning by using the Reflection method has begun since the exploration of learning interests and learning needs of the learning citizens, this can be seen from the topic or learning material that appears and is discussed in groups, all of which come from ideas / ideas, feelings, experiences, information owned and problems that are directly related to their needs. The topics of interest by the two study groups in PKBM Tenggengraso and Sitinurbaya have different emphases. One is more mechanized on learning to read, write and count functionally for everyday needs, the second emphasizes learning about functional skills.

Recording the Reflection method in the KF program learning are (1) In the planning stage the reflection method has been carried out by Tutors by

involving learning citizens both in determining goals, and topics to be discussed, arranging learning programs and programs, as well as making learning agreements made through a learning contract. (b) At the time of learning implementation, the strategy developed by Tutors has a slight difference in one pattern: Discussion-Writing-Discussion and Action-Reading-Writing and Action-Counting while others are Discussion-Writing-Reading and Action. In teaching citizens to learn the basic level, by using their words as "Learning Materials" by using learning media such as cards, cardboard, which spread them starting from sentences, words, syllables and letters. Besides that because topics that are of interest and discussed in different learning groups, the learning material or materials produced in both learning community that have, in accordance with the different local context of each learning group. (c) At the assessment stage, the Tutor emphasizes more on assessments that measure the progress and ability to read, write and count the learning citizens, the assessment is carried out directly when the learning process is done by correcting, correcting, and assessing the results of the work of the learning community.

Supporting and inhibiting factors of the KF program, especially by using the Reflection method: In terms of Tutors, namely the attitude of an open, patient and familiar Tutor in the learning process whose background is a Bachelor of Out of School Education, and has attended Tutor training and experience in learning activities. In terms of learning citizens there is a high willingness and awareness to be able to Calistung and functional skills that are expected to be used as a livelihood, a strong motivation, perseverance and the existence of local wisdom while studying in groups. In terms of learning facilities, there are adequate learning places, KF Tutor manuals that can be learned at any time, and there is guidance from the PKBM manager, the local Subdistrict Education Board and the opportunity to attend training. (b) Inhibiting factors, the body is busy as a housewife, community figure and so on. In terms of learning citizens are earning a living, housewives so that they do not routinely attend meetings in groups, every learning citizen who comes is always changing (inconsistent). In terms of learning facilities there are no learning facilities, especially those that are directly related to the Reflection method and the costs to practice skills are quite limited. Even though the learning process is carried out at least for one year by meeting three times a week.

It is expected that policy makers at the institutional level, can socialize the Reflection

method through training or guidance so that Tutors become the spearhead of learning, have the ability, experience and creativity and high dedication to teach, motivate and empower the community.

For Tutors, it is necessary to administer all learning activities so that they and other parties who need to know the progress and each learning citizen they are working on. In addition, Tutors continue to strive to generate motivation, enthusiasm and passion for learning citizens to want and continue to learn and be consistent by providing greater trust and opportunities to determine topics they want to study in study groups.

The learning community needs willingness, awareness and enthusiasm to learn, practice and work together or individually. Through learning we want, are able, able and able to apply it in everyday life, because through together we can, no one is late to learn.

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