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## EVALUATION OF LITERACY EDUCATION PROGRAM AT PKBM BINA CIPTA UJUNG BERUNG

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### Abstract

There are still many issues with Indonesia's educational system, such as underprivileged individuals who are illiterate. According to information from the Ministry of Education and Culture, 6,007,486 persons in Indonesia were illiterate in 2014. By taking a closer look at these issues, the community has stepped up the execution of literacy instruction initiatives in an effort to raise Indonesia's literacy level. PKBM Bina Cipta Ujung Berung is one of the non-formal educational institutions that administers this pre-literacy education program. The CIPP approach is the one applied in this evaluation. The findings demonstrate that the language used in the current literacy education program at PKBM Bina Cipta Ujung Berung has considered the specific needs of pupils in the region who are trying to overcome social and economic issues that exist in society. In addition, PKBM Bina Cipta Ujung Berung also has sufficient resources to support literacy education programs and the process of implementing literacy education programs at PKBM Bina Cipta Ujung Berung is going very well with results that can be seen from the increased level of students' literacy. the long-term impact on this program needs to be continuously monitored and evaluated to ensure the sustainability of the results achieved.

**Keywords:** Evaluation, Program, Education, Literacy

### Abstrak

Kondisi pendidikan di Indonesia masih menemui banyak masalah diantaranya masyarakat terbelakang dengan menyandang status buta aksara. Berdasarkan data yang diperoleh dari Kementerian Pendidikan dan Kebudayaan pada tahun 2014 Jumlah buta aksara di Indonesia mencapai 6.007.486 orang. Dengan melihat permasalahan tersebut maka dalam upaya untuk meningkatkan tingkat keaksaraan Indonesia dari surat pendidikan masyarakat telah mengintensifkan pelaksanaan program pendidikan keaksaraan. Salah satu lembaga pendidikan non formal yang laksanakan program pendidikan praaksara ini adalah PKBM Bina Cipta Ujung Berung. Metode yang digunakan dalam evaluasi ini menggunakan metode CIPP. Dengan temuan hasil menyatakan bahasanya konteks program pendidikan keaksaraan yang ada di PKBM Bina Cipta Ujung Berung telah mempertimbangkan kebutuhan karakteristik peserta didik di wilayah tersebut yang berusaha mengatasi isu-isu sosial dan ekonomi yang ada di masyarakat. Selain itu PKBM Bina Cipta Ujung Berung juga memiliki sumber daya yang cukup untuk mendukung program pendidikan keaksaraan dan proses implementasi program pendidikan keaksaraan di PKBM Bina Cipta Ujung Berung itu berjalan dengan sangat baik dengan hasil yang dapat dilihat dari meningkatnya tingkat naik huruf peserta didik akan tetapi dampak jangka panjang pada program ini perlu terus dipantau dan dievaluasi untuk memastikan keberlanjutan hasil yang dicapai.

**Kata kunci:** Evaluasi, Program, Pendidikan, Keaksaraan

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### INTRODUCTION

According to Law Number 20 of 2003 governing the National Education System, there are three education tracks in Indonesia: formal, informal, and non-formal. These three educational courses cannot be separated in the construction of society since they are interconnected with

various target participants. Education is critical in the growth of a nation because it allows the nation's character to be reflected in the nation's civilization. (Syukri, 2008)

In 2014, the state of education in Indonesia still faced numerous challenges, including backward communities with illiteracy status. According to data from the Ministry of Education and Culture, the number of illiterates in Indonesia at the end of 2014 was 6,007,486 people, accounting for 3.76% of the total population in 2014 (Kuntoro, 2007). In response to these issues, the Directorate of Community Education has increased the implementation of functional literacy learning group programs based on Article 31 paragraph 1 of Law Number 20 of 2003 Concerning the National Education System. The purpose of such literacy education is to rid the disabled people of illiteracy, numbers, and Indonesian, as well as educational maps or basic information (Norsanti, 2017)

PKBM Bina Cipta Ujung Berung is one of the institutes that runs the literacy education program. Literacy education is a program related to efforts to address the consequences of a multidimensional crisis in non-formal education.

## **METHODS**

The CIPP (Context, Input, Process, and Product) paradigm was employed in the evaluation of this program. Stufflebeam originally launched this model in 1966. This model is a complete framework model for coordinating the implementation of formative and summative evaluation of programs, projects, individuals, goods, institutions, and systems (Kurniawati, 2021).

The evaluation approach in this case includes four contexts: 1) the context of education implementation, which aims to introduce improvement and usage. As a result, the context alluded to here is the ambient conditions that support the program's implementation. 2) Input is a situation that facilitates program implementation, including processes, infrastructure, and collaboration with third parties. 3) a procedure for assessing the efficacy of program implementation. 4) The impact of present program implementation is the product. Product assessment here takes the shape of the outcomes of participation in the program, both in terms of greater comprehension and a certificate as proof of having followed the program correctly (Wijayanti et al., 2019).

## **RESULTS AND DISCUSSION**

### **Results**

Literacy Instruction. According to Article 1 of Permendikbud Number 42 of 2015 on the Implementation of Advanced Literacy Education, "Literacy education is an educational service for Latin-illiterate people to have the ability to read, write, count, speak Indonesian, and analyze in order to provide opportunities for self-actualization of potential". Literacy education, according to Coombs (1973), is a basic necessity that has leverage for the development of rural populations in developing countries. While Hunter (1985) believes that this language literacy capacity is related to basic abilities that are very useful for a variety of daily activities. (Sumardi, 2008).

Literacy is a driver of social, cultural, political, economic, and community empowerment activities. While functional literacy emphasizes the ability to overcome a new situation caused by the community environment in order for learners to have functional abilities that function for themselves and their communities. 2020 (Agussani). The purpose of functional literacy is to learn how to seek comprehension and adjustment abilities to cope with life and working

environments. Literacy, in essence, aims to create society through improvements in individuals and society that promote global equality, opportunity, and understanding (Sumardi, 2008).

According to Jhon Hunter (1997), there are three essential categories of literacy: a) literacy is a collection of fundamental abilities and competences; b) literacy is a crucial foundation for enhancing one's quality of life; and c) literacy is a reflection of policies and structural realities (Sumardi, 2008). Of course, there are elements that influence literacy education program implementation. There are both driving and inhibiting forces in the implementation of literacy instruction, such as: 2016 (ENNO APRILIYANI PUTRI) 1) Driving Factors: learning residents' motivation, tutors' motivation, learning environment flexibility, curriculum, infrastructure, assessment process, program coordination and control. 2) Impediments: scarcity of tutor companions, learners' capacities, and facility availability (Ali, 2019).

Evaluation of the program. Program assessment is a process of looking for information, discovering information, and determining information that is given systematically beginning with planning, values, objectives, benefits, effectiveness, and suitability, with the criteria and objectives that have been established (Munthe, 2015). Evaluation tries to diagnose participant issues, which are then used to improve an existing program. Anisykurillah (Anisykurillah, 2020). Furthermore, program evaluation seeks information on the potential of students enrolled in the program so that their placement can be tailored to their talents and interests. Through this evaluation, an institution can examine the institutional effectiveness of the program by measuring its operational success (Mesiono, 2017).

Furthermore, according to Arikunto and West Java (2009), the purpose of doing program assessment is to determine the achievement of program objectives by knowing how program activities are implemented. To carry out the evaluation, seven elements must be completed: 1) determination of the focus to be evaluated, 2) preparation of evaluation design, 3) information collection, 4) analysis and interpretation of information, 5) report making, 6) evaluation management, and 7) evaluation for evaluation (Mesiono, 2017). The complete educational program describes the aim of the supervisory program assessment, which may be used to see changes and improvements in the following areas. (Rusdiana, 2017) 1) Student development and growth in reaching goals 2) Coursework 3) Instructional practice 4) Quality and utilization of teaching materials and teaching aids 5) Personal and professional development of teachers 6) Community relations with schools.

Based on the evaluation of the supervision program, the supervisor can: a) know the implementation of supervision in the school; b) give consideration for the future development of education; c) improve school personnel development practices; d) know the participation of parents and the community in the school in the implementation of educational programs; e) provide consideration and suggestions for improving the management of school facilities and infrastructure; and f) improve school personnel development practices (Yulaelawati, 2010).

### ***Evaluation of Literacy Education Programs***

The following data can be collected based on the findings of study linked to literacy instruction undertaken by researchers at PKBM Bina Cipta Ujungberung:

#### ***Program Objectives for Literacy Education***

The following are the literacy program objectives at PKBM Bina Cipta Ujung Berung: 1) To increase literacy skills connected to basic literacy in developing and actualizing diverse potentials of students. 2) Increase student empowerment by strengthening knowledge,

attitudes, abilities, and autonomous efforts. 3) Developing the skills to do business or earn a living in order to raise students' living standards. 4) Fostering students' reading talents and interests so that they can become active members of the reading and learning community. 5) Avoid backwardness, ignorance, and poverty. 6) Enhance their pride and dignity as they strive for a better life.

### ***Literacy Education Program's Goal***

This curriculum at PKBM Bina Cipta Ujung Berung is designed for students in Basic Literacy Education who do not know letters and numbers and are frequently referred to as Illiterate / Illiterate. There is one target group of 20 people.

### ***Residents' Initial Learning Conditions***

There are approximately 65 people aged 15 and over who are still illiterate in Cigending Village, Ujungberung District, Bandung City, due to neglect, alienation, and poverty since the old Order era, the New Order has an impact until now a modern era whose reality on the ground they have the desire to learn to be free from poverty and defense. In relation to these issues, the starting condition of literacy competence in learning residents in Cigending Village is still very concerning, where there is an inability of residents to learn in reading, writing, speaking Indonesian, and honing their potential for their survival.

### ***Learning Citizens' Motivation***

Because this literacy education program is based on the results of PKBM managers' identification of problems related to the needs of learning residents, the learning motivation of learning residents has an enthusiastic attitude, and the personality of residents reflects high enthusiasm in participating in all existing literacy education implementations.

### ***Tutor***

According to data acquired from the study's findings, the tutors at PKBM Bina Cipta Ujung Berung number 15. However, just four tutors were identified in the subject of literacy education.

### ***Infrastructure***

Regarding the existing infrastructure facilities at PKBM Bina Cipta Ujung Berung as facilities to support learning activities, literacy education is categorized as quite good and adequate.

### ***Funding***

Plan to receive Independent Business Literacy funds derived from 2013 Budget APBN funds as much as 2 Groups x Rp 5,000,000 = Rp. 10,000,000

### ***Implementation of Learning***

The following are specifics of the literacy education program activities implemented in PKBM Bina Cipta Ujung Berung: 1) Learning Implementation Plan based on the syllabus or curriculum that has been prepared for three months, including 66 hours of meetings for Basic Literacy. 2) When combined with agreed-upon viewpoints from technical resource personnel 3) Evaluation. Assessment Guidelines a) Learning assessment refers to the Graduate Competency Standards (SKL) and SKK KUM. b) Continuous assessment occurs throughout the learning process. c) Student learning outcomes can be used by tutors to improve the learning process. d) Actor Evaluation Tutors or technical resource personnel conduct assessments to determine a student's level of achievement competence in independent efforts that have been taught e) Evaluation Aspect. Ability to read, write, count, listen, and speak (communicate) in

Indonesian (Cognitive Aspects), Business Skills acquired (Psychomotor Aspects), Changes in Student Attitudes toward Business Development (Affective Aspects) are among the aspects tested. f) Evaluation Tools. Basic literacy assessment tools can be both test and non-test. The form of the test includes written and oral tests, while non-tests include performance observation and evaluation of work outputs (fortofolio).

### ***Influence felt***

Bina Cipta Ujung Berung has an impact on learning inhabitants due to the braiding of literacy education programs in PKBM. Among them are residents who are learning to read as a result of their participation in this literacy education coaching. Furthermore, the impact felt by other communities is based on the manager's story that there is a grandma who cannot read and will perform Umrah if she gets a Birth Certificate or diploma. According to management, because the value does not have a Birth Certificate, he must choose the diploma path as an introductory document for his passport. Because the grandma had previously done literacy education coaching, the value could be carried out her Umrah smoothly. It demonstrates the value of literacy education at PKBM Bina Cipta Ujung Berung for the community, particularly the illiterate elderly.

### **Discussion**

The CIPP (Context, Input, Process, Product) model is a framework for evaluating and improving programs or activities in a variety of sectors, including education. The CIPP approach can be used in the context of literacy instruction to identify program achievements, weaknesses, and prospective improvements. The following is a discussion of the CIPP model's examination of literacy education programs:

#### **a. Context**

The analysis begins at this step with an awareness of the context of literacy education programs. The goal of this literacy education program is to meet the literacy education objectives outlined in Permendikbud Number 42 of 2015. Participants in this program analyzed the requirements and characteristics of kids by identifying an issue in the cigending village environment. The manager obtained 65 people in the cigending village who could not read and write or were illiterate based on the facts and observations connected to the identification of a problem in the cigending village environment. This causes the administration of PKBM Bina Cipta Ujung Berung to be concerned about implementing literacy education initiatives that will benefit the community.

#### **b. Input**

At this stage, the emphasis is on evaluating the inputs or resources employed in literacy education programs. The literacy education program resources offered at PKBM Bina Cipta Ujung Berung are very helpful in the implementation phase. To educators and professionals, as well as suitable infrastructure and their practicality. In Cigending Village, however, there is a dearth of community participation. According to the survey results regarding the implementation of literacy education, 65 people could not read, were illiterate, or were illiterate. However, just 20 persons have registered for PKBM Bina Cipta Ujung Berung.

#### **c. Procedure**

This stage entails assessing the process of putting literacy education initiatives in place. Literacy education programs can incorporate a variety of components throughout the implementation stage aspects that are assessed, including: Reading, writing, counting, listening, and speaking (communicating) in Bahasa Indonesia (Cognitive Aspect), Learned

Business Skills (Psychomotor Aspects), Affective aspects of student attitudes toward company development

This is done by instructors with assessments based on:

1. Learning assessment refers to the Graduate Competency Standards (SKL) and SKK KUM.
2. Continuous assessment occurs throughout the learning process.
3. Outcomes of learning Students can serve as input material for instructors in order to improve the learning process.

Pay attention to the literacy that exists in PKBM in terms of its effectiveness. Bina Cipta Ujung Berung is very effective in carrying out the program. Changes in the conditions of learning inhabitants both before and after getting Civic Education advice. Because this literacy education is based on the identification of problems that have been carried out by previous managers, the participation of the community here is very enthusiastic about the program.

#### d. Product

At this level, the emphasis is on evaluating the outcomes or products of literacy instruction initiatives. The literacy instruction program at PKBM Bina Cipta Ujung has only succeeded in boosting students' letter ownership. This can have an impact on us in the hope that they will profit from learning and contribute to the advancement of literacy education. The majority of persons enrolled in this literacy education program are elderly, and they believe it will be highly beneficial to them. Iya can continue Umrah by following Mrs. Juh's example. Because he possesses a Sukma diploma in addition to a passport. There are also other learning residents who can provide additional benefits, such as being able to read letters sent from their grandchildren to him thanks to the literacy education development carried out by PKBM Bina Cipta Ujung Berung. The completion of the literacy education program in 2018 serves as proof of this education; additionally, members who have implemented literacy education programs will be empowered by various trainings as necessary to realize their potential.

## CONCLUSION

Several inferences can be drawn from the preceding discussion, including the following:

1. The literacy education curriculum at PKBM Bina Cipta Ujung Berung was designed with the needs and characteristics of pupils in the region in mind. The program also aims to address social and economic challenges in the community.
2. PKBM Bina Cipta Ujung Berung has adequate resources to support literacy education programs, such as trained teaching staff, appropriate teaching materials, and suitable support facilities. However, greater attention must be made to resource management in order for management to be more effective.
3. The implementation of literacy instruction programs at PKBM Bina Cipta Ujung Berung has gone smoothly. The teaching methods employed are successful, and student participation in the program is extremely high. However, more work is required to improve evaluation and regular monitoring of learners' development.
4. The literacy education initiative at PKBM Bina Cipta Ujung Berung has increased student literacy rates. However, the long-term impact of this program must be regularly reviewed and analyzed to guarantee that the gains gained are sustainable.

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