

Fostering Learning Motivation for Citizens to Learn Functional Literacy at PKBM Wisata, Pahandut Seberang Village Palangka Raya City

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Abstract

This study aims to describe: 1) the implementation of functional literacy learning, 2) the tutor's efforts in fostering learning motivation. This research is descriptive research with a qualitative approach. The research subjects are the owner of the institution, tutors and residents learning functional literacy of PKBM Wisata, Pahandut Seberang Village, Palangka Raya City. Methods of collecting data with interviews, and documentation. The data analysis technique used was data reduction, data display and conclusion drawing. Triangulation is done to explain the validity of the data by using the source. The results showed that: (1) The implementation of functional literacy learning was carried out, firstly verifying prospective tutors and prospective students, then tutors and organizers identifying needs according to the competence of participants, both tutors compiling syllabus and lesson plans, third tutors prepare the necessary teaching materials and modules. (2) Efforts are made to grow the motivation of learning residents by providing direction to learning residents and providing training that can support them to become entrepreneurs. In addition, tutors and institutions always motivate learning residents by providing transportation money, gifts, and always emphasizing on every citizen learns to be even more active in the learning process carried out by the institution.

Keywords

Learning motivation; functional literacy program; tutor effort



I. Introduction

This article aims to describe the implementation of functional literacy learning in PKBM Wisata and to describe the tutor's efforts in fostering learning motivation. Education is one form of effort to improve the quality of human resources man. Education in the sense of a conscious and planned effort to realize a lifelong learning process, touching all aspects of life, all levels of society, and all ages.

Meanwhile, the definition of education according to Law Number 20 of 2003-chapter 1 paragraph 1 states that education is a:

"a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, personality, intelligence, noble character and skills needed by themselves and society".

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in

the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

Formal education as one of the educational institutions that become the foundation of people's expectations to obtain the desired knowledge and skills, it turns out that it has limitations, so it is not able to meet all the demands of needs public. While education outside of school, both as a complement, supplements, or as a replacement for formal education can do many things to cover the gap between needs and reality (Law on National Education System No. 20 of 2003).

Literacy education is one of non-formal education, this is in accordance with the 1945 Constitution of the Republic of Indonesia No. 20 In 2003 that non-formal education programs cover, education skills life, child education age early childhood education, youth education empowerment women, education literacy, skills education and training work and education equality. Has recognized along with the prevalence of illiteracy among adults is considered a community group that plays a very important role in society, clear. Thing that will affect income national and economic progress, this has been understood by those in charge of education.

The implementation of non-formal education services requires an educator, one of which is a tutor who plays a role in carrying out the teaching and learning process in equality education, functional literacy education. In order to answer future challenges related to improving the quality of non-formal education services, it is necessary to prepare these tutors in terms of professional, social, personal and pedagogic competencies. Tutors should always be encouraged for Upgrade competence in order to be able to adapt and adapt to various situations in society. The diversity of non-formal education students also demands the skills of tutors to be able to mix various learning methods equipped with learning media that are simple and easily understood by students.

Education that has these meaning touches humans in general, regardless of age and occupation, of course there are thoughts about parental education and eradication of illiteracy among them. Sihombing, (2000: 53) "Out-of-school education is designed to teach people to have intelligence, skills, and independence in attitude so that they are able to face and welcome changes that will come quickly that may not have been calculated before. The community is thus able to solve the problems faced as a result of the change and use it to improve the standard and quality of life and life. Literacy education is not only the responsibility of an institution or a particular institution. but the responsibility is the responsibility all parents, society and government. Therefore, all departments, social groups, commerce and all members of society in dealing with educational problems and eradication of illiteracy. Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Interestingly, researchers want to see how the quality of tutors in the learning process that has been given so far, besides that researcher want to see how the quality of graduates from PKBM Wisata is whether there is a change in social life or vice versa. This is why in this study it is very important that the tutor's efforts in fostering the motivation of citizens to learn functional literacy are very important.

This study is important because it wants to see how the performance of tutors' motivation in growing the motivation of learning citizens who so far in terms of monitoring researchers have no motivation in terms of learning or have no intention at all

to following the learning process organized by the institution or tutor, this is where the importance of this research for learning residents and tutors on the development of educational science outside school and trying to explore what factors are the low motivation of learning residents in the context of education outside school.

Based on the problems above, the authors are interested in studying the matter in a study entitled "Growing Motivation of Residents to Learn Functional Literacy in PKBM Wisata Pahandut Seberang Village, Palangka Raya City"

II. Research Method

In compiling this article, data were collected and analyzed through quantitative research. The reason for the authors of the qualitative method is to place more emphasis on observing phenomena and examines the substance of the meaning of these phenomena. The analysis and sharpness of qualitative research is greatly affected by the strength of the words and sentences used.

Therefore, Basri (2014) concludes that the focus of qualitative research is on the process and the meaning of the results. The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior, or phenomenon (Mohamed, Abdul Majid & Ahmad, 2010).

According to Bogdan and Taylor (1975:5) in Moleong (2001) defines "qualitative methodology" as a research procedure that produces descriptive data in the form of words - written or spoken words of people and observable behavior. According to them, this approach is directed at the background and the individual holistically (whole). So, in this case it is not permissible to isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of a whole.

The data collection technique is a strategic step, because the main objective of the research is to obtain data. Based on empirical benefits, that the qualitative data collection method is the most independent of all data collection methods and data analysis techniques using interview methods, observation methods and documentary methods. Data collection methods and data analysis techniques using interview methods, observation methods and documentation methods.

III. Result and Discussion

In this section, the researcher contains the researcher's ideas, the relationship between patterns, categories, and dimensions, the position of the findings/theory against previous theories and findings, as well as the interpretation and explanation of the findings/theories revealed from the field. grounded theory). The discussion of research findings is adjusted to the focus and sub-focus of the research that has been presented in the previous section.

3.1 Implementation of Functional Literacy Learning in PKBM Wisata

Based on the results of the study, it was found that the implementation of functional literacy learning verified prospective tutors, and prospective students, then tutors and organizers identified needs according to competency of the participants, the two tutors compiled the syllabus and lesson plans, the three tutors prepared the necessary teaching materials and modules According to Abdillah in Aunurrahman (2010:35) concludes that learning is a conscious effort made by individuals in changing behavior either through training and experience involving cognitive, affective and psychomotor aspects to obtain

certain goals. Thus, it can be said that learning will bring changes to individuals who learn, both from knowledge, skills, attitudes, interests, character and also adjustment.

According to Sihombing (1999:21) "literacy" functional is development of an illiteracy eradication program." The purpose of this program is to improve the basic literacy of illiterate community members (learning residents) according to their interests and needs. This activity is held to serve the community members who are illiterate, aged 10-44 years, with a priority aged 17-30 years. The implementation of teaching and learning activities are assisted by a tutor, subject matter and learning facilities are developed and related to the livelihoods of learning residents.

The functional literacy program in PKBM Wisata consists of basic and advanced. Basic functional literacy is only given reading and writing materials because the average learner does not know letters. Advanced functional literacy training has been provided in the form of: making cakes, and sewing skills. The implementation of functional literacy learning at PKBM Wisata is carried out every Thursday and Saturday at 15.00 to 16.00. The number of learning residents is 1 study group consisting of 20 people, learning residents consist of women aged 40-60 years. The study residents came from the opposite Pahandut Village.

Functional skills learning activities are directed at providing productive economic skills and social skills. According to Pasaribu (2012) "functional skills are a pressure on functional literacy education activities because most of the learning residents target the illiteracy eradication program are the poor, so they need to be economically empowered."

3.2 Tutor's Efforts to Grow Functional Literacy Learning Motivation in PKBM Wisata

Based on the results of the study, it was found that the learning motivation of the residents in the functional literacy group was varied. Different motivations illustrate that there are learning residents who have varied motivations. The learning motivation of the functional literacy group members is varied, as evidenced by looking at the motivation indicators. The indicators of motivation include perseverance in learning, tenacity in the face of difficulties, interest and sharpness of attention in learning, achievement in learning, and independence in learning. In this study the motivation indicators above are divided into: a sub-indicator that is able to describe the motivation of citizens to learn functional literacy. This means that the indicators of motivation used in this study include attendance, following the teaching and learning process, studying at home, attitudes towards difficulties, efforts to overcome difficulties, habits in following lessons, enthusiasm in participating in the teaching and learning process, desire to excel, qualifying learning outcomes. Completing assignments and using opportunities outside of class hours. The findings of this study are that the learning motivation of the various literacy group members can be described by the fulfillment of the motivation indicators used. Varied motivation can be seen from the aspect of perseverance in learning in the form of the presence of learning residents in learning activities and studying at home. The presence of learning residents in learning activities is different when compared to the total number of functional literacies learning residents in each group. Meanwhile, learning at home is used by residents to learn with assistance from the family. The residents' learning motivation is shown by their tenacious attitude in facing difficulties which includes aspects of their attitude and efforts to face difficulties. Residents learning functional literacy have a knack for dealing with difficulties, which is indicated by an attitude of curiosity through asking the tutor.

The motivation of learning citizens can be shown by their interest and sharpness of attention in learning which includes the habit of following lessons and enthusiasm in participating in the teaching and learning process. Habits carried out by learning residents include habits ask, habitexpress opinions, and habits are only limited to following the learning flow by following the directions and guidance of the tutor. Meanwhile, from the aspect of the spirit of the learning community, it is varied. Motivation to learn can be shown by the existence of good achievements in learning which includes aspects of the desire to excel and have good learning outcomes qualifications. Research shows that learning residents have the desire to excel and qualify for fairly good learning outcomes, seen from the study of learning residents' documents which show fairly good results. Learning citizens who have learning motivation can be shown by being independent in learning. Independent in the sense that learning citizens strive for themselves to achieve good learning outcomes. Independent in learning can be seen from the aspect of completing assignments / homework and using opportunities outside of class hours. Completion of assignments / homework is carried out by learning residents directly in the learning place after learning is complete. The use of opportunities outside of class hours is utilized by studying at home with the guidance of the family and visiting the tutor's house.

According to Mc. Donald in Sardiman (2006: 73) motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to existence objective. Opinion which sameexpressed by Ghullam Hamdu and Lisa Agustina (2011: 91) motivation is something business which based on for move, direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals. Residents of learning functional literacy groups have been motivated by a change in energy marked by the emergence of "feeling" and preceded by a response to the goal. There is a good response or response by learning residents to take part in functional literacy learning activities. This energy change is indicated by a good response by being willing to take part in functional literacy learning. The energy change is preceded by a response to the goal of increasing knowledge and improving reading and writing skills. This includes the existence of a learning community effort based on moving, directing and maintaining behavior so that they are compelled to act in learning activities both in the place of learning with the guidance of a tutor and studying at home with the guidance of the family. There is an urge to learn so as to achieve good learning outcomes and achieve the goal of increasing knowledge and skills in reading and writing.

The motivation of citizens to learn functional literacy contains a desire that activates, moves, channels and directs the attitudes and behavior of individual learning. This is proven with learning activities by learning residents based on the suggestion of the importance of science that is useful for everyday life. This is in line with the opinion of Santrock and Yussen (Sugihartono, et al, 2012: 74) that learning is a relatively permanent change due to experience. In motivation, there is a desire that activates, moves, distributes and directs the attitudes and behavior of individual learning (Dimiyati and Mudjiono, 2006: 80). Learning citizens have the motivation to learn so that the internal state is able to foster passion, feel happy and eager to learn. The learning motivation of citizens to learn functional literacy is to improve their knowledge and reading and writing skills which are the basis for citizens to learn to carry out learning activities.

The results of this study support the statement of Sardiman (2006: 75) that a typical role is in terms of growing passion, feeling happy and eager to learn. The learning motivation of the functional literacy group members, which are varied, is illustrated by the fulfillment of several motivational indicators. The learning motivation of functional

literacy residents is seen from the indicators of persistence in learning which include sub-indicators of attendance during learning and studying at home. The presence of learning residents in learning activities is different at each meeting when compared to the total number of functional literacies learning residents in each group. Based on the findings in

The different attendance studies are caused by several factors. The factors that cause varied attendance are external or come from outside the learning community. These factors were found by researchers when observing functional literacy learning, many learning residents were absent for various reasons including busy work that had not been completed during learning hours, family interests such as reasons for taking care of children and husband, and interests in the community. Perseverance is seen from the efforts of learning residents to carry out learning activities at home.

These efforts aim to hone their reading and writing abilities and skills as well as a reminder effort so that they do not easily forget considering that most of the learning residents are mothers. The residents' learning motivation is shown by their tenacious attitude in facing difficulties which includes aspects of their attitude and efforts to face difficulties.

Residents learning functional literacy have tenacity in facing difficulties which is indicated by an attitude of curiosity through asking the tutor. When learning takes place, the activities carried out are in the form of transferring knowledge from tutors to learning residents and vice versa. In these activities, learning residents often encounter difficulties both in writing and reading what is written by the tutor. The emergence of difficulties experienced by learning residents encourages an attitude of curiosity. Curiosity is shown by the learning community through asking questions tutors. Residents of learning do not feel shy or embarrassed to ask the tutor because there has been a close and familial relationship.

Citizens' learning motivation can be shown by their interest and keen attention in learning which includes habits in following lessons and enthusiasm in following the teaching and learning process. Habits carried out by learning residents include habits ask, habit express opinions, and habits are only limited to following the learning flow by following the directions and guidance of the tutor. The habit of asking is included in the attitude and effort in dealing with difficulties but is classified as a habit because the activity of asking questions occurs repeatedly in each lesson. The activity of asking questions is a common thing done by learning residents. Some learning residents also often express their opinions regarding the material they want to get and which is useful for their daily life.

This is based on the results of interviews with several learning residents, which is also seen through observation activities of their sincerity in participating in learning activities. The results of observations through observations found that the level of enthusiasm in participating in learning there were some learning residents who attended on time and others attended more than the agreed time. Motivation to learn can be shown by the existence of good achievements in learning which includes aspects of the desire to excel and have qualifications good learning outcomes. Research shows that learning residents have the desire to excel and qualify for fairly good learning outcomes, seen from the study of learning residents' documents which show fairly good results. There is a desire for achievement in the form of a desire to increase knowledge and skills in reading and writing based on the results of interviews by researchers. The desire for achievement is evidenced by the qualifications of good learning outcomes. This can be seen from the study of the results of the study resident's document. Learning citizens who have motivation can be shown by being independent in learning. Independent in the sense that

learning citizens strive for themselves to achieve good learning outcomes. Independent in learning can be seen from the aspect of completing assignments / homework and using opportunities outside of class hours. Completion of assignments / homework is carried out by learning residents directly in the learning place after learning is complete. Some residents learn to immediately do the assignments from the tutor.

The results of the research above are in accordance with the motivation indicators by Keke (2008) which states that the indicators of motivation include perseverance in learning, tenacity in facing difficulties, interest and sharpness in learning, achievement in learning and independence in learning.

The findings on learning motivation are strengthened by the results of research by Aritonang Keke in 2008 that interest and motivation learning has a huge influence on learning outcomes, other factors that influence is the way educators teach related to the provision of motivation, educator character, learning atmosphere and learning facilities used.

IV. Conclusion

Based on the description of the research results and discussions that have been presented in Chapter IV, the following conclusions can be drawn:

1. The implementation of functional literacy learning at PKBM Wisata verifies prospective tutors, and prospective students, then tutors and organizers identify needs according to the competence of participants, the two tutors prepare a syllabus and lesson plan implementation, the three tutors prepare the required teaching materials and modules
2. The efforts made by tutors in fostering the learning motivation of citizens learning functional literacy in PKBM Wisata are very effective and well received by learning residents. Effort

What the tutors do is provide personal motivation to learning residents about the benefits of reading, writing and arithmetic as well as providing training and skills that can support learning residents. Giving rewards in the form of transportation funds as well as money to buy gifts in the form of kitchen needs. What the tutor does is that learning residents can be motivated in participating in functional literacy learning at PKBM Wisata. In addition, tutors provide motivation by providing direction to learning residents and providing training that can support learning residents to become entrepreneurs after graduating from PKBM Wisata.

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