PARTICIPATORY LEARNING MODEL ON ADULTS LITERACY EDUCATION OF RURAL COMMUNITIES

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Abstract

This research aimed to analyze and to describe participatory learning model on adults literacy education learning group of rural communities. Participatory learning model involves the learners actively in planning, implementing, and evaluating the learning. This model serves as the strategy of improving the learning quality through communication and interaction process between learners and tutor through full participation supported with environmental media as the learning source. Adult literacy education in rural community consists of literacy learning by integrating functional competency and local potency of rural community. Environment as learning media is characterized with local design and local context. The analysis was conducted using qualitative analysis technique. The research was taken place in Semarang Regency, Central Java Province, Indonesia. The subject of research consisted of learners, tutor, and learning group organizer. The data was collected using interview, observation, and documentation techniques. The data analysis was conducted using descriptive qualitative technique encompassing data reduction, data display, and conclusion drawing. The result of research shows that (1) participatory learning model can improve basic literacy, communication, and interaction of learners with full participation, increase experience, and functional skill of learners to improve their daily life, and (2) environmental media characterized with local potency, local context, and local design serving as the learning source can improve learning motivation, as indicated with the sustainably behavioural change among the learners. The application of participatory learning model can improve affective, cognitive, and psychomotor ability of adult literacy education learners in rural community in meeting their demand and productive need development.

Keywords: Participatory Learning, Adults Literacy Education.

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Introduction

Not only the organization of adults literacy education in Indonesia reduces the number of illiterate people, but more substantially individual can also utilize it in daily life practice with the social role demand assumes. Literacy ability is only a tool or instrument (UNESCO, 2013). Literacy ability is an individual's capital that can be and should be utilized as functionally as possible in daily life. Literacy education for adult is assumed as having instrumental property in the attempt of social and economic improvement. Adult's need for literacy education improves as the world changes and develops.

Indonesia is assessed as successfully reducing the adult illiterate rate, beyond the target of Education for All (EFA) in Dakar Agreement of 2004. Since 2013, Indonesian literate rate has reached 95% of total population in 2013. In the attempt of improving adult literacy competency, Indonesian government develops literacy program in order to improve the literacy competency so that the community will be more powerful. Rural community has higher illiterate proportion. This condition is consistent for all age groups. Viewed from age group, the group with highest illiterate rate is those aged 25 and above. Rural women aged 25 and above are the population component with high literate rate (BPS, 2013). Rural community is believed as the one fond of harmony and balance. The social-economic condition of rural community is still characterized with rapid population growth and dependency on agricultural and traditional sectors. Such the condition is taken into account in developing adult literacy education in rural areas.

Semarang is one of regencies in Central Java with adult illiterate number of 174.025 people. Illiteracy occurring in Semarang is dealt with by various learning groups organized by *Sanggar Kegiatan Belajar* (Learning Activity Study), *Pusat Kegiatan Belajar Masyarakat* (Community Learning Activity Center), *Majelis Taklim*, and *Taman Bacaan Masyarakat* (Community Reading Center). This adult literacy education is organized using single method with tutor as the learning center. The learning outcome obtained has not been usable in the learners' daily life so that learning has not been able to grow motivation, powerful and independent spirit. Suryadi (2006) finds that tutor has very limited literacy learning ability. Knowledge and skill the learners want have not utilized natural potency, local culture and environment to improve their ability. Kuntoro (2007) states that the implementation of illiterate eradication in adult literacy education still have some weaknesses in academic and methodological aspects. Learning activity in adult education is conducted using inappropriate approach. Arbarini (2013) suggests that adult literacy education in rural community in Semarang uses school children learning model applied by tutor in adult literacy education in rural community. Didactic-pedagogic technique is still used widely so that the learners are treated like children not having participation in solving the life problem. The three findings of research above indicates that literacy education learning organized so far has not involved the learners actively through maximal communication and interaction process so that the learners' competency is still low.

The finding of previous studies shows that the implementation of literacy learning still finds some problems: (1) Tutor is still dominant and has not involved the learners actively to participate as the subject of learning; (2) communication and interaction between tutor and learner are less dynamic, vertical or distant like those between superior and subordinate, so that the learners express their aspiration and experience less freely, (3) learning media and material has not utilized yet local context, local potency, and surrounding community environment condition, (4) learning process has not paid attention to the learning components including learning objective, learning material, learning model, and learning media, (5) learning

motivation and learning outcome of learners is still low, and (6) the literacy skill conducted is still limited to reading and writing practice.

Participatory learning model in adult learning not only improves the learning motivation effectively, but also develops learning attitude and achievement (Ajiboye, 2008; Duze, 2010; Alam, & Ihsan, 2012; Arbarini, 2013; Leu, 2017). Yuliadi (2009) finds that the development of participatory learning model in functional skill practice affects positively the learning effectiveness measured from objective achievement, participant activeness, knowledge increase, attitude and skill. Kim (2011) concludes that the application of participatory learning process in community empowerment shows that 80% out of 95 participants respond positively to the application of participatory learning. It is important as well to apply participatory learning model with the bottom-up approach concept. For that reason, learning media and material in literacy should always refer to local design and local context. Learning media and material in local context and local design should be related to rural community life constituting the process of interaction between learners with community and its environment. This interaction often leads to individual behavior and collective action to meet the demand of living within society. Chambers (1996: 108) suggests the rural community knowledge emphasizing on the community-owned knowledge rarely poured into writing.

Considering the elaboration above, there should be an innovative learning model by taking the pre-existing learning model into account. Participatory learning model is developed consistent with the need for adult literacy education learning for rural community. Participatory learning design is expected to give the learners the opportunity of searching for, processing, and finding the knowledge themselves so that they can develop the corresponding basic skills. For that reasons, an effective, efficient and accountable participatory learning model for adult literacy is very desirable. Participatory learning in adult literacy education is designed to help the learners acquire reading, writing, speaking, listening, and counting abilities according to their needs by synergizing various local potencies and resources in adult learner environment.

Problem Statement

Based on the background, the problems in this study as follows. 1) How is the participatory learning model in improving the basic literacy and functional skills of citizens learning for the improvement of daily life. 2) How is the application of participatory learning model in improving the communication and interaction of the learning community by participating fully, adding experience, to the improvement of daily life. 3) How is the use of environmental media with local potential, local context and local design as a source of learning in improving the learning motivation of learners in adult literacy education in rural communities?

Based on the research problems, the purpose of this research is as follows: 1) Describe the participative learning model in improving basic literacy and functional skill of studying citizen for the improvement of daily life. 2) Describe the application of participatory learning models in improving the communication and interaction of the learning community by participating fully, increasing the experience, for the improvement of daily life. 3) Describe and analyze the use of environmental media with local potential, local context and local design as a source of learning in improving learning motivation in adult literacy education in rural communities.

Research Scope

This research was conducted on adult literacy learning group in rural communities, with location in Bergas sub-district, Tuntang sub-district, and Sumowono sub-district, Semarang regency, Central Java province. The participatory learning model in this research is the learning activities that involve and actively involve the learners from the participatory planning phase, the implementation of participatory learning, and up to the participatory evaluation stage.

Adults literacy education in this study is limited to learning which includes reading, writing, listening, speaking, and arithmetic with learning materials based on local potential, meeting the interests and needs of the learning community, and includes activities that help them to apply new skills and skills that obtained, in order to improve the quality and standard of living. In addition to local potential, the materials are based on the local context of local design that the material refers to each learning group makes learning planning based on the interests and needs of the learners and utilizes literacy skills to solve the literacy problems faced in everyday life.

Literature Review
Participatory Learning Model

The target of literacy education, as one of non-formal educations, is largely adult populations. Therefore, andragogy is made the basic concept of participatory learning in literacy education. Andragogy is a form of learning that can produce the learners who can direct themselves and can be the teacher for themselves. Participatory learning model in adult literacy in rural community in this research is the result of modification from various underlying learning concepts including (Knowles, 1984), participatory rural appraisal (Chambers, 1996), Language Experience approach (Nelson & Dixon, 1983), and participatory learning (Sudjana, 2005).

Participatory Rural Appraisal (PRA) aims to study or to understand the village in participative manner constituting an approach or method enabling the rural community to analyze the life problem jointly in the attempt of formulating the plan and real action. This research and method is getting expansive when it is used in sustainable development in developing countries aiming to develop the rural community's ability of analyzing its own condition and making plan through action activity. Language Experience Approach (LEA) according to Dixon & Nessel (1983) is the approach to language learning using the learners' language experience as the learning source. Language learning is a totality and cohesiveness of reading, writing, listening, and speaking skills. Literacy learning for adult will run easily if it is real, relevant, meaningful and contextual in nature. In LEA-based learning, tutor teaches reading to the learners using the compositions developed by a group of learners under the tutor's guidance. Literacy learning for adult will run easily if it is real, relevant, meaningful and contextual in nature. The learning is conducted by inviting the learners to retell their experience, to write their story, and to read what they have written. Furthermore, participatory learning (Sudjana, 2005) is the one occurring with the learners' participation in learning activity from planning to implementation to evaluation.

Participatory learning is used in literacy education to improve conventional learning. The effectiveness of learning should be improve to make the literacy education learners optimize their potency in order to achieve the learning objective through thinking activity and participation jointly in learning. Participatory learning promises the effective learning outcome. Rogers (1994: 167) states: we have seen that, for learning to be active, the student participants in our group need to be active they must be fully involved in the learning process. Rogers (1994) argues that participatory learning is very desirable because learning is the learners'

active process, learning is long life and learning is the attempt of liberating. Participatory learning, psychologically and sociologically, is defined as giving opportunity of fulfilling the self-actualization need, and it will develops self-leadership, self-directed learning and self-efficacy for adult learners.

Knowles in (Sudjana, 2005: 173) elaborates the principles underlying participatory learning as follows: 1) learning is needs-based, 2) learning is goals-and objective-oriented, 3) learning is participant centered, and departing from experience (experiential learning). Research on participatory learning has been conducted among others (Wen Ma, 2008; Duze , 2010; Mundzir ,2011; Alam & Ihsan, 2012; Leu, 2017). The results of Wen Ma (2008) apply participatory learning that is used to improve the ability of learners in learning literacy competence to understand text and gain academic knowledge. Duze (2010) describes the results of research on the influence of participatory learning on the achievements and attitudes of learners.

Adults Literacy Education
Literacy has always changed. Historical analyses demonstrate that both the forms and functions of literacy have been largely determined by the continuously changing social forces at work within any society and the technologies these forces often produce. (Leu, Kinzer, Coiro, Castek, & Henry, 2017; Prost, Colbourn, Seward, Azad, Coomarasamy, Copas, & MacArthur, 2013; Selmeczi, 2014). Literacy is crucial for the development of science in people's lives. Science that has now grown rapidly recorded into a scientific paper and become a documentation. Documentation is spread throughout the world and increasingly spread more quickly with the support of information technology tools. In functional literacy education learning activity, adult learners are always oriented to reality. Therefore, literacy learning should emphasize on the improved ability of solving problems encounter in life. Adult, as learner, tends to have problem-centered orientation. Therefore, learning for adult is the need for dealing with problems in daily life, particularly in relation to social function and role of adult. It results in implication to the learning material for adult in which the material should be practical and applied immediately in daily life.

The main criterion in determining the success of functional literacy program is by measuring the ability and skill of every citizen learn in utilizing and functioning literacy or learning result in daily activities, which include reading, writing, and practical counting skills that are useful for the improvement of quality and standard of living.

Methods

This research employed a qualitative approach. This type of research is selected because it is intended to analyze and to describe the participatory learning model in adult literacy education in rural community. Adult literacy education studied is limited to functional literacy education. For this research, this method was adjusted with the objective and the actual condition of research.

The subject of research consisted of organizers, tutors and learners in literacy education for rural community in Semarang Regency. The learners affiliated in adult literacy learning group in rural community are 25-55 years old, have passed successfully the basic literacy education and continue to intermediate literacy education. There were 4 learning groups in literacy education in Semarang Regency becoming the subject of research. Each learning group consisted of 20-35 learners, 4 tutors, and 4 organizers. Focus group discussion activity consisted of nonformal

education experts, linguists and literacy practitioners aiming to verify the participatory learning model applied.

Instrument and technique of collecting data used were: interview guidelines, observation, and document. The data resulting from interview, observation and documentation was analyzed using descriptive qualitative analysis technique. The data obtained through interview guideline instrument, observation, and documentation aims to give maximum and complete description and result.

Data analysis started with data collection process, data reduction, data display, and ended with conclusion drawing and verification. Considering the result of research and data analysis, the description was given concerning the procedure of participatory learning model for adult literacy education in rural community and the improvement of learners' attitude, knowledge and skill.

Research Findings
The Application of Participatory Learning Model in Adult Literacy Education

This research analyzes participatory learning model in adult literacy education in rural community. This model is intended to improve the intensive communication and interaction process between learners and between learners and tutors by means of full participation in learning. Communication and interaction process is important recalling that the learners are rural people with farmer worker, vegetable seller, domestic assistant, snack seller, housewife, and rubbish collector as their job. Such the job condition leads the learners to attend literacy learning passively.

In the attempt of involving the learners fully, participatory learning model is applied. The procedures of participatory learning taken by learners and tutor include: learning planning, implementation and evaluation. The communication process is established by involving many stakeholders for the sake of mutual interests of learners, tutors, and organizers of literacy education in the learning planning process. The process of planning is conducted using focus group discussion and sharing opinion. The planning activity includes identifying learning need and learning source, and determining learning program. The identification of learning need and learning source is carried out in the following steps: (1) organizer and tutor explains the objective of learning need objective to the learners, (2) tutors and learners discuss the learning material, learning source and learning media together. The learning program is organized collectively by tutors and learners. The learning program includes syllabus, RPP (Learning Implementation Plan), learning schedule, learning material, media, and infrastructure.

In the implementation of participatory learning procedures, tutor and learners play different but interrelated role in the learning process. Tutor serves as motivator, facilitator, and partner in learning process. Communication and interaction between tutor and learners during learning implementation are established through the learners' participation in creating conducive learning climate. The conducive climate includes: 1) the learners' discipline as characterized with regular attendance in any learning activity, 2) relationship established between learners and between learners and tutor, thereby creating a transparent, intimate, directed, mutually appreciating, mutually helping, and mutually learning humanity relationship, 3) interaction of learning activity between learners and tutor is established through horizontal relationship, 4) learning activity emphasized on the learners' more active role in learning activity rather than

on tutor prioritizing the teaching activity. The implementation of learning activity is learner-centered rather than tutor-centered.

The evaluation stage of adult literacy learning is used to collect, to process, and to display data or information that can be used as input in making learning decision. In addition, learning implementation evaluation includes evaluation on learning process and outcome (product). Learning evaluation is carried out by evaluating the learning process and the end of learning. Evaluation is carried out on the following aspects: (a) reading, (b) writing, (d) speaking, (e) listening, and (f) life skill. The learners who have passed successfully the literacy ability obtain certificate SUKMA (*surat keterangan melek aksara* = literate certificate). The evaluation on the learners' learning outcome is used to find out the behavior the learners develop during attending the literacy learning.

This developed participatory learning model help tutor and learners to always communicate through 1) tutor serving as the one knowing any learning materials, so that the learners benefit from the learning activity; 2) tutor helping the learners in conducting learning activity; 3) tutor motivating the learners to participate in setting out the learning objective, learning material, and procedure to be taken in learning activity, 4) tutor putting him/her self onto equal position to the learners'; 5) tutors and learners conduct mutual learning activity and exchange idea concerning content, process, and outcome of learning activity, and the procedure of learning experience development in the next learning; 6) tutor helping the learners create conducive learning situation, develop collective learning spirit, and exchange idea and experience transparently; 7) tutor developing learning activity in group, paying attention to individual's interest, and helping the learners optimize their response to stimulus encountered in learning activity; 8) tutor encouraging the learners to improve the spirit of achievement, to wish success, to compete healthily and not to escape the challenge, and to be oriented to the better life in the future; 9) tutor encouraging and helping the learners to develop the ability of solving problems raised from the learners' life so that they can think and act on it.

The Potency of Environment as a Media of Improving Learning Motivation

The result of research shows that one of basic problems in adult literacy education for rural community occurring in the learners is their difficulty of receiving, responding to, and developing the material given by the tutor. The conventional learning that is tutor-centered so far makes the learners bored and less motivated to learn literacy. To improve learning motivation, this participatory learning model in adult literacy education for rural community is supported with environment as learning media and source.

Environment as learning media is characterized with local potency, local design and local context existing in rural community. The intended local potency is the resource existing in rural community developing from traditional wisdom as the part of culture. Local design is the need for and the opportunity of literacy education program implementation needed by the learning group in planning the learning based on the learners' interest and need. Local context is literacy education referring to how each individual utilize the literacy ability to solve the problem encountered in daily life.

Environment as learning media can improve the learners' learning motivation, so that they can have plan and desire to achieve the learning successfully. In learning activity, motivation is an entire activator inside the learners generating, ensuring the sustainability, and directing the learning activity to achieve the objective. This learning motivation is made the willingness

activating the learners in implementing literacy learning activity as the change of learners' behavior based on the experience they obtain.

In this research, the motivation improved includes *Attention, Relevance, Confidence*, and *Satisfaction* (ARCS) (Keller, 2010: 289-319). ARCS is the solution to the condition of how to design learning that can affect the learning motivation. ARCS becomes the solution to the problem of designing motivation aspect and learning environment in encouraging and maintaining the learners' learning motivation. It is because the emergence of learning motivation inside the learners is not only their responsibility but also their tutors'.

Attention is the strategy to stimulate and to generate curiosity and learning interest among the adult learners. For that reasons, environment media serves as the learning source to attract the learners' attention. The attention is expected to generate the learners' interest in studying the literacy learning material and in playing positive role in the next learning process. The learners' attention is analyzed from their interestedness in material, curiosity, and understanding on the learning material given, and varying learning strategy attractive to the adult learners.

Relevance is the strategy of connecting the learners' need, interest, and motivation. The relevance serves as the interrelationship or compatibility of learning material presented to the learners' learning experience. This interrelationship and compatibility automatically grows learning motivation inside learners because they feel that the learning material presented has direct personal benefit in daily life. The improvement of learning motivation is viewed from the material relevant to objective, need, and life experience of learners. The learners' motivation arises and develops because they feel that what they are learning fulfill their personal need and is beneficial as well as consistent with the value they hold on.

Confidence is the strategy of helping the learners build positive thinking to achieve the successful learning. Self-confidence will be implanted to the learners to encourage the adult learners to attempt as maximally as possible to be success in learning. Environment media is used to improve the learners' expectation, opportunity, and belief in success in literacy education. To grow the strong awareness among the learners, the tutor should use an effective strategy with environment media characterized with local potency, local design, and local context.

Satisfaction is the strategy of giving extrinsic and intrinsic reward. The learners' satisfaction is manifested in happy feeling, obtained when an individual gets reward. The presence of learning media using environment in local context generates the learners' interest and motivation to achieve their expectation. This feeling can rise to the self-confidence that in turn will generate the learning spirit. The learners' satisfaction is reflected on the attempt and ability of being successful, the opportunity of acquiring new knowledge/skill, reinforcement and satisfaction with the literacy education learning process.

Environment as learning media can improve the learners' learning motivation. In participatory learning process, the four motivational conditions (ACRS) are very important to maintain in order to maintain the learners' motivation during the learning process.

Discussion

Adult learning should emphasize on the improved ability of solving problem. Therefore, adult tends to have problem solving-centered learning orientation. It has an implication that the

learning media and material used in adult literacy education should be practical and applicable immediately in daily life.

In this participatory learning model, the learners communicate and interact actively, perceive themselves, meet their need, and formulate the objective to be achieved and participate in decision making through discussion between learners and tutors. Some adults have accumulative experience different from other adults' as the result of different life background and environment. Adults experience and collect various life experiences to be rich learning source, and the wide basis for learning and for acquiring new experience.

The learning given to the learners will be effective when the tutors are not too dominant in the learning but lead the adults to find alternatives to develop their personality. In addition, adults can be taught more actively when they participate in the learning activity, particularly in contributing idea and thought making them feeling valuable and having self-esteem before their friends. Adults will learn better when they are respected and when they are allowed to contribute idea and thought.

Some studies on adult and participatory learning have been conducted by Marques (2006), Bloundy (2007), Taylor and Kroth (2009), and Knight, Steinbach, and Hop (2012). Marques (2006) studies the application of andragogy combined with technology development through internet to the college students. Bloundy (2007) criticizes the lack of empirical evidence of participatory learning. For that reason, in his study, the application of andragogy in participatory learning was made the ideal starting point of online adult learning prioritizing the students' learning that can improve the learner-centered learning.

Taylor and Kroth (2009) also study the andragogy by discussing three aspects: andragogy concept and history, andragogy assumption, and participatory critique. For that reason, this research develop instrument to study the andragogy as adult learning compared with pedagogy for the children learning. Furthermore, Knight, Steinbach, and Hop (2012) also study the participation in relation to education and inform the knowledge to adults in college. Adults face many constraints in receiving information and knowledge, so that andragogy is used as the learning approach for adult.

In this research, environment potency as the learning media can improve the learners' learning motivation. The aspects of learning motivation improved are *Attention, Relevance, Confidence*, and *Satisfaction* (Keller, 2010: 289-319). ARCS is studied and developed to solve the problem of how the improvement of learning quality can affect the learning motivation. ARCS is the solution to the problem of developing motivation and learning environment aspect in encouraging and maintaining the learners' motivation. It is because the emergence of learning motivation inside the learners is not only their responsibility but also their tutors'.

Environment potency can improve the learners' learning motivation. Motivational conditions (ACRS) are very important to maintain in order to maintain the learners' motivation during the learning process.

Conclusion

The illiterate eradication is not merely technical in nature, but more widely it is related to the change of awareness, thinking and action to make a change. The illiterate eradication program is no longer intended to make the illiterate citizens the literate one, but it is directed and

integrated into applicative and innovative program equipping and empowering the rural community. Adults literacy education is categorized into three stages: basic literacy, middle literacy, and independent.

The role of learners in participatory learning is manifested into their activeness and dominant participation in the learning. The learners participating in learning process should understand the objective of learning to be achieved corresponding to their need in relation to problem solving in order to adapt to their environment.

Inventory of rural potencies and resources become a learning media. Media accessible and understandable to rural community facilitate the empowerment of rural community. The implementation of functional literacy education is conducted using literacy in daily life. The community can not only achieve basic literacy but also can apply and benefit from it to improve their life quality, either physically or materially.

Environment as learning media can improve the learners' learning motivation, so that the learners can have plan and wish to achieve the successful learning. In learning activity, motivation is an entire activator inside the learners generating, ensuring the sustainability, and directing the learning activity to achieve the objective. This learning motivation is made the willingness activating the learners in implementing literacy learning activity as the change of learners' behavior based on the experience they obtain.

The functional literacy activity can improve the intimacy between fellow learners, establish network between learners in building business, create joint venture based on the same type of business, develop creativity in producing attractive product to the buyers consistent with the market's taste (demand) and estimate the market potency, make expansion by means of looking for investors by involving the local employers thereby strengthening the business capital and market for the rural poor women.

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