Development of literacy culture in multicultural country

by Dessy Harisanti

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Abstract

Illiteracy still becomes a problem in various developing countries. Indonesia as a multi-cultural country needs to make efforts to eradicate illiteracy, one of which is through the development of a literacy culture. The purpose of this research is to know the condition and role of government, public and community groups in the development of literacy culture. The government, public and community groups have made efforts in the development of literacy culture, one of which is the creation of TBM. However, the role and performance have not been optimal due to the development gap, budget constraints, and lack of information and public awareness about the importance of literacy culture.

Keywords: Illiteracy, Indonesia, Budget constraints, Development gap.

Desarrollo de la cultura de la alfabetización en un país multicultural

Resumen

El analfabetismo sigue siendo un problema en varios países en desarrollo. Indonesia como país multicultural necesita hacer esfuerzos para erradicar el analfabetismo, uno de los cuales es a través del desarrollo de una cultura de alfabetización. El propósito de esta investigación es conocer la condición y el papel de los grupos gubernamentales, públicos y comunitarios en el desarrollo de la cultura de la alfabetización. El gobierno, los grupos públicos y comunitarios

han realizado esfuerzos en el desarrollo de la cultura de la alfabetización, uno de los cuales es la creación de TBM. Sin embargo, el papel y el rendimiento no han sido óptimos debido a la brecha de desarrollo, las limitaciones presupuestarias y la falta de información y conciencia pública sobre la importancia de la cultura de la alfabetización.

Palabras clave: Analfabetismo, Indonesia, Restricciones presupuestarias, Brecha de desarrollo.

1. INTRODUCTION

International awareness to continue fight agaۓ`nts literacy especially in developing countries can also be explained through a program called the Millennium Development Goals (MDGs) (EKA MARLINA AND SURATMAN; ASEP, 2018). This awareness then becomes a movement to fight literacy as a prerequisite for literacy communities (PUSPITA, YUSTINUS AND PRATIWI, 2017). At that time, the high rate of illiteracy was shown by the data, where there were 781 million adults who could not read, write and count. Two thirds of them are women. Whereas in the child group, there are more than 126 million children who cannot read simple sentences even though half of them have attended school for four years. In addition, 42 percent of children from poor families and children in conflict areas cannot go to school (out of school) who will become new illiteracy candidates.

Literacy eradication in Indonesia is carried out through basic education achievement programs for all (MARIYONO, 2016). This

program ensures that all children wherever men and women can complete basic education. Like the target set by the government. This program is targeting in 2015 for the age group 15 years to 24 years, both men and women have the ability to read and write, which means free of illiteracy (JESSICA AND ARDIAN HALIS, DWI WAHYU NINGSI, GHITA FIRSTY VIRGINIA, 2017). The latest statistics published by the Badan Pusat Statistik (BPS) state that in 2013 the number of illiteracy for groups over the age of 15 reached 6.08 percent (BUDIANTO, 2002; BADAN PUSAT STATISTIK INDONESIA, 2019).

This condition is certainly a challenge for the government in an effort to increase and develop literacy culture, so that it requires a good role and cooperation between the governments, across sectors, groups /communities and society in developing literacy culture in Indonesia (SUTARNO, 2004; KUSMAYADI, EKA AND ANDRIATY, 2006). This study aims to determine the condition and role of the public and community groups in the development of literacy culture, as well as the role, performance and government policies in supporting literacy culture development programs.

2. METHODOLOGY

This type of research uses a descriptive type with a qualitative approach. Activities carried out in East Java, Indonesia with the

research area conducted in 4 regencies/ cities, namely Sampang Regency, Bojonegoro Regency, Malang Regency, and Surabaya City. The period of implementation for 9 (nine) months. The data used in this study are primary data obtained from the results of in-depth interview with purposive sampling technique. (BUNGIN, 2001) There is no limit to the number of informants, the search for the data will be stopped if it encounters a saturation point. In the government as key informants were the head of the Education department and the head of the city / regency library agency, the founders and managers of the literacy community, and the active community who utilized and joined the literacy community activities (BARRETO & ALTURAS, 2018)

Whereas in the literacy community, the key informant in question is the founder of the literacy community, then it will continue to implementers of the activities and allow recommendations to other communities, as well as communities who use the facilities and are active in community activities. The research instrument in the interview guide will explain 6 (six) things in the study, namely: the identity of informants, government policies related to literacy culture, government performance, obstacles in implementing policies, program / policy design, government relations with the literacy community.

While secondary data is obtained by collecting document data from government agencies. The research instrument used is a check list of data needs in each agency or data source. The analysis technique used is qualitative analysis using 7 steps, namely compiling data,

coding and categorization, finding patterns and work propositions, interpreting data, evaluating data interpretation and validity of data reliability (MCLEOD JR., RAYMOND, 2008).

3. RESULTS and DISCUSSION

Surabaya city as the provincial capital is a regional development center in the East Java region. The total area is approximately 326.36 Km^2 which is divided into 31 Districts and 163 Villages. Until 2014 the population in the city of Surabaya reached 2,853,661 inhabitants. The condition of the human development index (HDI) in Surabaya continues to improve. HDI can be explained through the education index indicators currently reaching 88.09; health index reaches 77.72; and the PPP index reached 69.37. Some components (items) in the assessment of HDI also continue to increase. As for the condition of the average length of school for residents reaching 10.56 years and literacy rates in 2012 reached 97.95 percent, increasing in 2013 with literacy rates reaching 98.40 percent.

The development of library services in Surabaya City, as many as 384,451 people have been registered as members of Perpustakaan Daerah (Perpusda) of Surabaya City. The Perpusda is dominated by members of the population group with student and college student status. In 2014 the book lending activities in the Surabaya City Library reached 5,117,649 books/ copies, this number increased significantly compared to the previous year which only served as many as 650,173

books/ copies borrowed by visitors. The achievement of library service performance in the city of Surabaya was also shown by the level of visitors who reached 14,216,356 visitors by the end of 2014. Library services are supported by the availability of reading materials as many as 2,104,619 books.

In Surabaya City, the literacy rate in 2012 reached 97.95 percent, increasing in 2013 with literacy rates reaching 98.40 percent. This means that for now the population still in the category of illiteracy reaches 1.60 percent or 45,659 inhabitants. The decline in illiteracy rates tends to be slow in the last five years, this is inseparable from the pattern of illiteracy which is more common in the age group above five years.

Perkembangan Angka Melek Huruf (AMH) dan Angka Buta Huruf (ABH) di Kota Surabaya

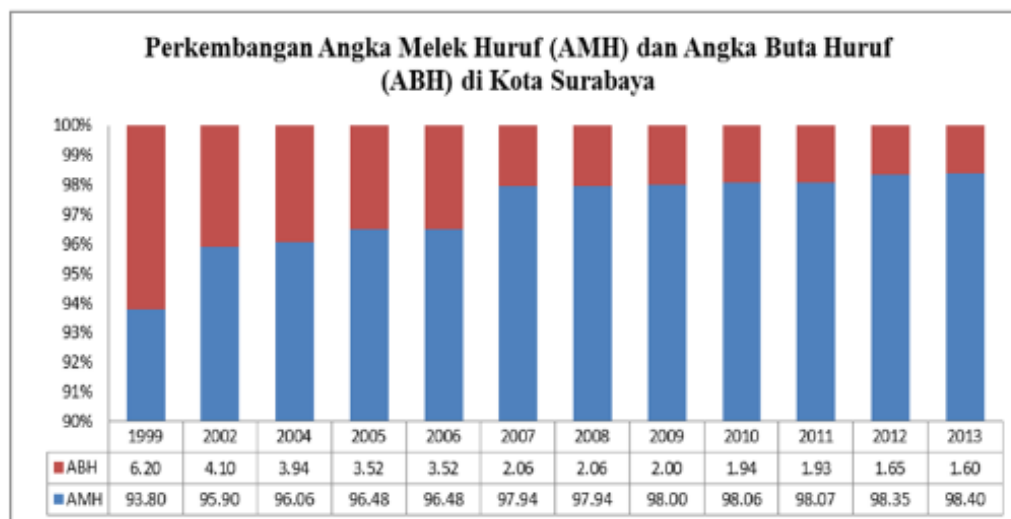|	1999	2002	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
ABH	6.20	4.10	3.94	3.52	3.52	2.06	2.06	2.00	1.94	1.93	1.65	1.60
AMH	93.80	95.90	96.06	96.48	96.48	97.94	97.94	98.00	98.06	98.07	98.35	98.40

Figure 1: Literacy Rates and Illiteracy Rates in Surabaya City

Malang Regency administratively has an area of approximately 3,238.26 Km² which includes 33 sub-districts, divided into 12 urban villages, 378 villages and as many as 3,154 RW and 14,685 RT. With

a population density of 822 inhabitants/ Km² and a growth rate of 0.86 inhabitants/ year until 2014 the total population in Malang Regency reached 2,527,087 inhabitants. As one of the centers of growth, Malang Regency is one of the regions with a high population density.

The Human Development Index (HDI) in Malang Regency in 2013 reached 73.37 percent. While illiteracy rates were 8.78 percent of the population. The poverty data in Malang Regency shows that as many as 60,679 householders are poor families and 2,901 householders are vulnerable families. This condition certainly illustrates the level of welfare of the population in Malang Regency. The condition of illiteracy alleviation in Malang Regency continues to experience improvement, it is explained by data which states that in 2013 the number of illiterate people reached 8.78 percent lower than the previous year.
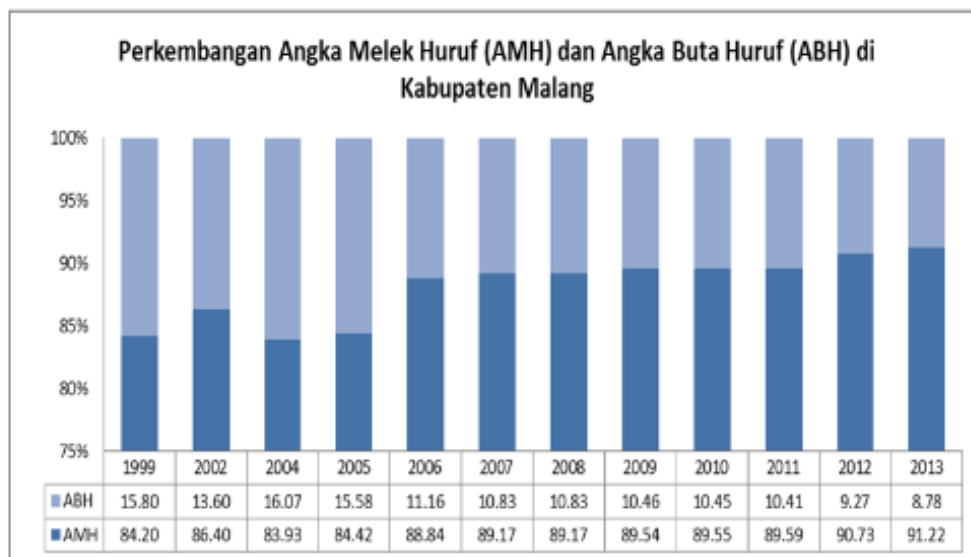

Figure 2: Literacy Rates (AMH) and Illiteracy Rates (ABH) in Malang Regency

The area of Bojonegoro Regency reaches 2,307.06 Km² which is divided into administrative regions as many as 28 sub-districts and 4320 villages. Until 2014 the population in Bojonegoro Regency reached 1,453,043 inhabitants. From the total population, it consists of 455,793 householders. The Human Development Index (HDI) in Bojonegoro Regency reaches 67.32. HDI in Bojonegoro Regency is supported by several indicators, including: the average length of school for school-age residents reaches 6.72 years; literacy rates in 2013 reached 85.13 percent and illiteracy rates reached 14.87 percent or approximately 216,068 inhabitants.

The condition of poverty in Bojonegoro Regency is indicated by data in 2013 with a total poor population reaching 196,040 people or 15.95 percent of the total population. While the condition of eradicating illiteracy in Bojonegoro Regency is still not optimal. This can be seen from statistical data which shows that the number of illiterate people reached 14.87 percent in 2013.

Perkembangan Angka Melek Huruf (AMH) dan Angka Buta Huruf (ABH) di Kabupaten Bojonegoro

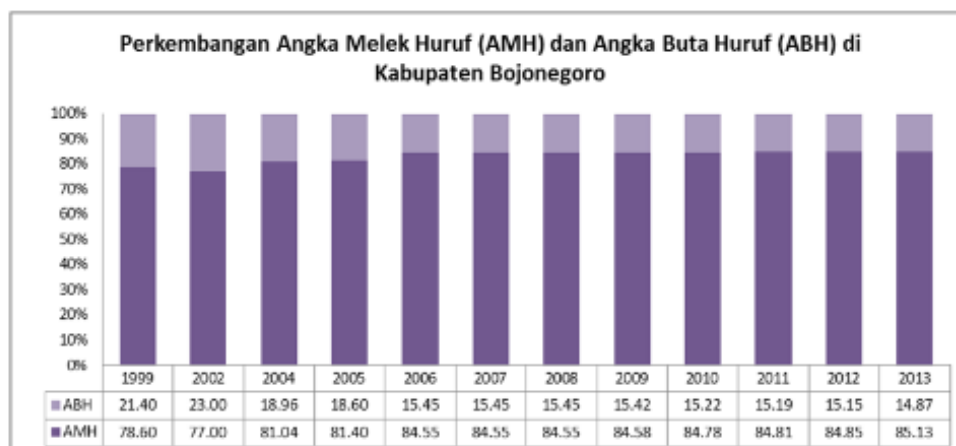|	1999	2002	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
ABH	21.40	23.00	18.96	18.60	15.45	15.45	15.45	15.42	15.22	15.19	15.15	14.87
AMH	78.60	77.00	81.04	81.40	84.55	84.55	84.55	84.58	84.78	84.81	84.85	85.13

Figure 3: Literacy Rates (AMH) and Illiteracy Rates (ABH) in Bojonegoro Regency

Sampang Regency has an area of 1,233.30 Km², administratively divided into 14 sub-districts and 186 villages. With a population density of 711.73 inhabitants/ km², the population in Sampang Regency until the end of 2014 reached 957,912 people. Statistical data shows the condition of HDI in 2013 reached 62.46 with IK (Health Index) reaching 65.65 then for the education index reaching 56.27 and the condition of purchasing power capability (PPP) reaching 65.45. Whereas in 2013 the number of poor people reached 247,170 inhabitants or 26.97 percent. It was recorded that until 2014, 108,647 householders were categorized as Poor Householders (RTM).

In 2010 the number of illiterate people reached 33.97 percent, currently in 2013 the number of illiterate people reaches 30.53 percent or approximately 292,451 inhabitants. Thus the literacy rate in Sampang Regency has so far reached 69.47 percent or approximately 665,462 inhabitants.

Perkembangan Angka Melek Huruf (AMH) dan Angka Buta Huruf (ABH) di Kabupaten Smapang

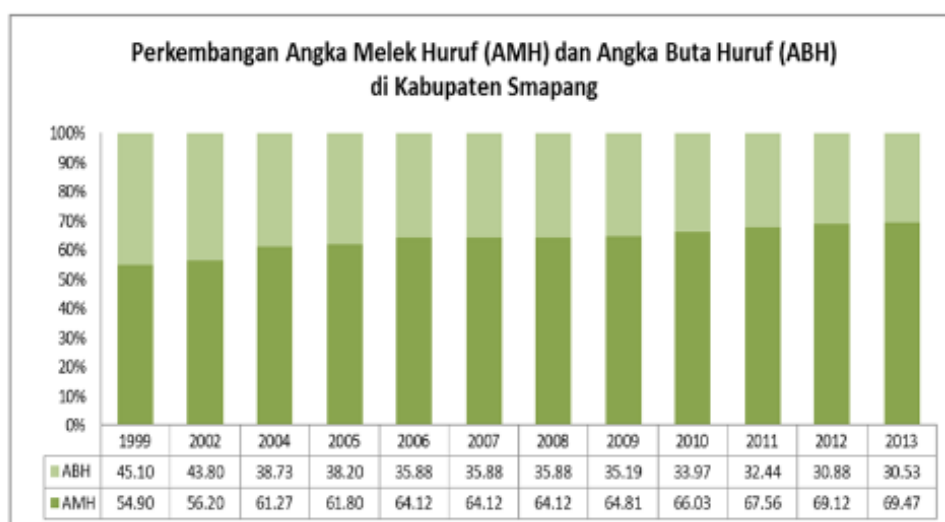|	1999	2002	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
ABH	45.10	43.80	38.73	38.20	35.88	35.88	35.88	35.19	33.97	32.44	30.88	30.53
AMH	54.90	56.20	61.27	61.80	64.12	64.12	64.12	64.81	66.03	67.56	69.12	69.47

Figure 4: Literacy Rates (AMH) and Illiteracy Rates (ABH) in Sampang Regency

So that it can be concluded that Surabaya with a score of 6.11 is in the quadrant, which means that the poverty conditions is low with illiteracy rates are also low. Malang Regency with a score of 12.54 is in the quadrant of low poverty conditions with high rates of illiteracy. Bojonegoro Regency has a score of 18.87 and Sampang Regency with scores of 32.47, both of which are in the quadrants, namely regency/ city areas which have high poverty rates and high illiteracy rates. The development of village libraries (quantitatively) is quite significant. In 2013 throughout the East Java Province the number of village libraries reached 2,130 points and increased significantly in 2014, reaching 2,518 points that were scattered in the village.

The role of the public and community groups in the development of literacy culture is the establishment of Taman Baca Masyarakat (TBM). From the results of collecting data observation in a number of sources, then it can be identified several constraints faced by TBM in several issues, including the discovery of people who are still illiterate, low public reading interest, institutional literacy groups, lack of resources and support from government.

In the results study shows that there is a close relationship (a significant pattern of relations) between illiteracy rates with the poverty level of a district / city (KUSMAYADI, EKA AND ANDRIATY, 2006). This means that the higher the poverty rate of a province or district/ city area, the higher the potential for illiteracy. Data from the research results above shows that in urban areas with

high levels of accessibility in educational institution (in the broad sense) has a low level of poor population and have a low level of illiteracy. Conversely, for people who live in rural areas with low accessibility to educational institution (in the broad sense) has a high level of poor people and have a high level of illiteracy. From this study shows the level of community accessibility, equitable development that is still not optimal important in suppressing or even eliminating the number or percentage of people who are still illiterate.

Then the efforts that should be made by the government for people in the category of poor or vulnerable to poverty, need to be protected to guarantee the accessibility of existing educational institutions (SUTARNO, 2006). The government needs to encourage various policies to fight illiteracy with various policies in the education sector (TRUDELL, 2019), such as free education, 9-year compulsory education, 12-year compulsory education, school operational costs, improving library services to encourage reading interest through libraries circumference, and other policies to ensure literacy culture grows and develops in society. Besides that non-formal education can also be taken into consideration in the alleviation illiteracy program. Mapping the city/ district area with the highest illiteracy needs to be done to prioritize treatment (SUTARNO, 2004).

The efforts to develop a literacy culture within the community have been initiated by various groups, both initiated by government programs and initiated by various non-government literacy groups.

The program was applied through library establishment program at the village level (WINARSIH, 2005). The policy of increasing reading interest and culture through library services is expected to contribute significantly to creating a literacy society (THOMAS, 2019). Society with literacy quality (minimum standard), is able to utilize information sources as a prerequisite for the establishment of literacy culture itself (SUTABRI, 2005). Library performance is a simple indicator of the availability of government services to encourage the creation of literacy culture.

Taman Baca Masyarakat (TBM) which is currently growing in the community, as a supporting program of the programs that have been carried out by the government in developing reading interest and culture in the community (WINARSIH, 2005; SUTARNO, 2006). The establishment of TBM is in government coordination through the institution of Direktorat Pembinaan dan Pendidikan Masyarakat Direktorat Jenderal Pendidikan Anak Usia Dini, Non-formal and Informal Education, explaining that TBM was established aimed at facilitating people who have "literacy" so that they are not "illiterate" by utilizing TBM as a means of fulfilling the need for adequate reading materials (SUTARNO, 2004).

But in its application TBM has experienced various problems. So that the direction of the development strategy of TBM is needed with several considerations on the institutional conditions of TBM, including database creation, data collection and registration,

empowerment, funding / assistance support, socialization and promotion, competition and awards, utilization of ICT (YUNIANTO, 2012).

4. CONCLUSION

The participation of the public and community groups has made efforts to improve literacy culture, one of which is the creation of TBM, but this is felt to be less optimal because of the absence of empowerment policies and assistance from the government. The role and performance of the government towards the development of literacy culture is also not optimal, this is due to the development gap in each region, the limited budget and human resources also the lack of information and public awareness about the importance of literacy culture.

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FINAL GRADE

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GENERAL COMMENTS

Instructor