

Conference Paper

Potency Analysis Preparation of Literacy Village Program in the Village of Bejiharjo, Karangmojo, Gunungkidul

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Abstract

This study aimed to obtain information on local potential that can be empowered for literacy village program in bejiharjo village Karangmojo subdistrict in Gunungkidul regency of Yogyakarta Special Region. This research used descriptive qualitative approach. This study obtained information that the potential of Bejiharjo village in preparing itself in managing the literacy village includes; 1) the possession of human resources who have completed adequate diploma and undergraduate programs (S1, S2, S3) to support the village literacy program, 2) Strategy and policy direction of Bejiharjo village development in building the quality of human resources to provide facilities support and funding of ECD and other non-formal education, in partnership with the government and PT in managing education programs; 3) available facilities and infrastructure that support the implementation of literacy village programs such as; (4) the presence of community participation in the form of personnel, thoughts, goods and costs, 5) the existence of partnerships that support the village literacy program, among others; Government of Gunungkidul Regency, UNY, Primagama, Mandiri Bank, BCA and community of Bejiharjo community in overseas.

Keywords: analysis, local potential, literacy village program

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1. Introduction

Literacy is the ability to access, know, understand, and use information intelligently. Literacy village is understood as a collaborative effort of several components that exist in the Village community, synergizing and moving together in developing reading interest / culture, enhancing insights and stimulating various creativity and innovation in developing the quality of Rural Human Resources. The village literacy program is part of the Community Literacy Movement to support the Gerakan Indonesia Membaca (GIM) program launched by the Ministry of Education and Culture. "The goal is to provide reinforcement to the district and city governments in developing a reading culture for the community (Kemendikbud, 2016). Literacy programs are rooted in the

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complex social environment of literacy activities which implies that literacy programs must be realized according to their situation and conditions, because they adapt to various contexts. Barton and Hamilton (1998) wrote extensively on how literacy is most appropriately placed within the social context of multiple literacies to address the needs of society.

The real conditions in society can be used as a starting point for making changes through a village literacy movement including education. In a very strategic sector such as education, the government's limitations in its services are also very concerning. Indeed, if viewed from the surface, the addition of school and college institutions, indeed every periodic increase appears. Also, if viewed from the level of community participation in education management, it shows a positive trend each period. It's just that if seen more critically, this growth is artificial. Our world education pragmatism both from the side of the organizers and from the participants gave birth to a generation or output of education that should not have ideas and initiatives to open up new economic businesses, to be absorbed by the labor market, no one can provide guarantees. (<https://rumahliterasiindonesia.org/desa-literasi>, accessed, January 26, 2018).

Bejiharjo Village Karangmojo Subdistrict is one of the villages that has the tourism potential of "Pindul Cave" which is becoming known by local and international tourists, so that community literacy skills can be empowered in accordance with the potential of the region, in addition to efforts to optimize learning groups), and economic organizations in the village need to be empowered. to support capacity building and skills that are owned by the community. One program that can be developed is a village literacy program. The Literacy Village program can be a means of developing the knowledge and potential of local communities so that they have a broad understanding, adequate literacy skills and competencies. The community can explore and empower all the potentials of the region, both the potential of natural resources and human resources to the maximum to support the progress of the community and the region. Communities in Literacy Village can also develop local wisdom values that are part of people's lives. This not only preserves and revives local wisdom, but also can create a village that has its own characteristics. This Literacy Village program is expected to be an example for local governments to be implemented and developed in other villages / regions.

Some initial descriptions of the condition of the Bejiharjo village are preparing themselves to become literacy villages, as follows:

Bejiharjo is a tourist village that has the potential to provide acceleration in community development. The presence of tourists contributes to the color and motivation of the community to grow and develop in accordance with the demands of the times. This

condition is a potential asset for the community to improve their knowledge and functional skills. Along with the increasing number of tourist visitors in Bejiharjo, it has not been accompanied by community readiness to provide optimal services. Knowledge and skills of the community are still relatively minimal, so acceleration is needed in increasing knowledge, abilities and skills through educational activities.

From skills aspect, most of the people of Bejiharjo Village do not have the necessary skills to make an adequate living. Most sometimes work on their own land or farm laborers in other people's places. For those who have skills, it turns out that they also feel that the skills they have are still not enough to be used as venture capital. Some of the skills that have been received include; making cassava chips and making banana jam. The skills that have been acquired have not yet been widely practiced, there have been as many practices but more are used alone not for sale. Meanwhile, the desired skills are more business / selling skills (Sujarwo & lutfi Wibawa, 2013; 2).

People's reading interest is still relatively low. Along with the development of the management of Pindul Cave natural tourism has a negative influence on people's reading interest. People's reading interest is still relatively low. Most people try to develop tourism service businesses that support skills in providing tourist services through training. The training gained is not supported by motivation and interest in reading various references or adequate learning resources. This condition is experienced by people in school age and productive age.

The system of values and norms adopted by the people of the village of Bejiharjo, Karangmojo Subdistrict, is still very aware of the traditions or customs that apply in this village. Traditional ceremonies, such as; "rasulan", "resik desa", death ceremony (three days, seven days, four days, one hundred days, one thousand days and so on). The role of the wife in the family caring for the children, keeping the house and property owned, helps the husband's work. so that the husband who is fully responsible for earning a living. This condition requires new knowledge and experience, so that the value system adopted does not bound the community to advance.

Seeing these conditions, it is necessary to conduct exploratory and descriptive research as an effort to find information about problems, potential and needs in an effort to prepare various village literacy programs in the village of Bejiharjo Karangmojo District, Gunungkidul Regency so that village literacy design and village literacy program implementation can be arranged.

2. Material & Methodology

This research was conducted with an analytical descriptive approach through exploratory and descriptive methods. Exploratory and descriptive methods are used to extract as much information as possible and describe the potential needed in the implementation of literacy programs in the village of Bejiharjo, Karangmojo District, Gunung Kidul Regency and to empower village literacy programs. This research begins by exploring and analyzing community problems, analyzing potential and identifying community needs that can be developed to support village literacy programs. This potential is related to human resources, cultural character, social capital, social networking and socio-economic behavior. To obtain this information, interviews were conducted with sources of information and observations on community groups, as well as retrieving documents owned by the village of Bejiharjo, Karangmojo District in Gunungkidul.

The data collected through exploratory and descriptive research processes are interpreted according to the purpose of this study. Data were analyzed by analytical descriptive techniques. Data and information are grouped according to the specified indicators (village policy, cultural character, resources, social capital, infrastructure, assets and community access) which are strengthened by Focus Group Discussion (FGD) especially to deepen the potential of the community associated with village literacy programs in Bejiharjo village, Karangmojo, Gunungkidul and to ensure the potential that is most likely to be developed in encouraging the success of the village literacy program in Bejiharjo village, Karangmojo, Gunungkidul. From these various stages it is used as a basic material for preparing village literacy programs. Stages of analysis carried out; recording, grouping data, reducing data, presenting and making conclusions.

3. Results and Discussion

3.1. Result

Bejiharjo Village has local potential resources to be developed in an effort to prepare village literacy programs including:

a) Human resources potential, Bejiharjo Village is an area of the agropolitan village of Gunungkidul Regency and a tourism village whose livelihoods are mostly farmers. Viewed from work background, Bejiharjo residents have the following livelihoods: 1) Civil servants as many as 174 people, 2) Retired civil servants: 121 people, 3) TNI / POLRI: 26

people, 4) Traders: 754 people, 5) Artisan: 371 people, 6) Private workers: 1,714 people, 7) Farmers: 4,480 people, 6) Farmers: 399 people, and 7) Others: 2,054 people. Viewed from the level of education that is owned, including; 1) Graduate S3 7 people, graduated S2 20 Orang, undergraduate S1: 177 people, Diploma: 78 people, high school / vocational school: 2 862 people, junior high school: 3082 people, elementary school; 4027 people, currently in elementary school; 1555 and no / not yet finished elementary school: 2545 people. From these data, it can be seen that the human resources in Bejiharjo Village Karangmojo Subdistrict, on average, have received education, both elementary, junior high and high school / vocational schools, some even have tertiary education. These resources can be used to assist in preparing village literacy programs. People who have received education in higher education have the potential to be empowered to succeed in the village literacy program.

b) The strategic plan and direction of the development of Bejiharjo Village, in the strategic plan and direction of village development policy, there is a commitment to develop human resources with the following policy directions: (1) increasing public awareness of the importance of education, (2) helping operational costs for PAUD and education Other non-normals, (3) involve community participation in activities to improve the quality of human resources, (4) improve partnerships with government and the private sector in activities to improve the quality of human resources. The strategic plan and direction of the Bejiharjo village development policy provide full support in preparing and succeeding the village literacy program. This support has implications for the preparation of facilities for infrastructure, funding, human resources, management of programs and responsibilities in establishing partnerships. The form of support that has been made includes; the pilot of Community Reading Park in several villages / hamlets, the establishment of PAUD in several hamlets, the management of the Al-Qur'an Education, the existence of several skills training activities for the community, the partnership of educational programs with PLS FIP UNY, the establishment of the pindul school, "omah pasinaon". In addition to the direction of the development policy of the Bejiharjo village, it provides a legal law for the emergence of the education community in Bejiharjo village.

c) Available facilities and infrastructure that support the implementation of village literacy programs such as; hamlet hall, Taman Bacaan Masyarakat (TBM), mosque library, art association, pindul school, Early Childhood Education and tourism facilities that can be used as educational media. Available infrastructure facilities are needed to support the holding of various program activities in the village literacy program.

d) The existence of community participation in the form of energy, thoughts, goods and costs. Community participation is a very strategic basic and social capital in the implementation of education in the community. The plan to announce the village of Bejiharjo as a literacy village arouses the spirit of the community involved in preparing the place, preparing students, proposing activity programs, and assisting in the implementation of educational activities in the community, such as; managing TBM, delivering their children to TBM, managing TBM, becoming facilitators, and other non-formal education providers.

e) The existence of partnerships that support village literacy programs, including; The Gunungkidul Regency Government, UNY, Primagama, Bank Mandiri, BCA and the Bejiharjo community association are overseas. The presence of village literacy partners contributed greatly, for example; UNY has provided assistance to facilitators in community learning, both in the management of TBM, Early Childhood Education, Pindul School, Al-Qur'an education and functional skills education, the Bank provides assistance to the provision of education, Primagama supports community learning facilities.

3.2. Discussion

Literacy is a collaborative effort of several components existing in the village community, synergizing and moving together in developing reading interest / culture, enhancing insights and stimulating a variety of community creativity and innovation in developing the quality of Rural Human Resources (HR). The whole activity is designed and directed in such a way as to facilitate the community, especially the youth and school age groups (productive) in order to play an active role in regional development. Collaboration is carried out by establishing and making "Rumah Baca" as a catalyst, liaison or media for families, Schools and Communities (Public) to be involved in learning activities that are of an alternative educational nature as the development of what has been given in formal schools

To succeed in various village literacy programs, it is necessary to empower the potential of the village concerned. covering 1) human resources that have completed diploma and undergraduate programs (S1, S2, S3) that are sufficient to support village literacy programs, 2) Strategy and direction of Bejiharjo village development policy in building the quality of human resources provides facility support and activity financing Early Childhood Education and other non-formal education, after establishing partnerships with the government and PT in managing education programs in the community, 3)

available facilities and infrastructure that support the implementation of village literacy programs such as; hamlet halls, TBM, mosque libraries, art associations, pindul schools, Early Childhood Education and programs, 4) There is community participation in the form of energy, thoughts, goods and costs, 5) the existence of partnerships that support village literacy programs, including; The Gunungkidul Regency Government, UNY, Primagama, Bank Mandiri, BCA and the Bejiharjo community association are overseas.

Literacy village is a village area that is used to realize literacy communities (basic, advanced, and multi-literate) in order to have broader knowledge and understanding. Literacy Village is one of the programs of the Directorate of Literacy and Equality Education in order to create a community that is knowledgeable, skilled, advanced, and independent through reading and practicing in order to have a broad understanding. The existence of literacy villages provides an expanded access to information to the community, fosters and cultivates reading interests, develops positive attitudes, and develops skills. This is also a manifestation of lifelong learning.

Blake & Blake (2002) acknowledge that pursuing literacy is very complex and vulnerable to change based on circumstances which are different definitions would be impractical. They note that literacy programs consist of mixing academic and functional skills that vary depending on the needs and developments of the community. Defining literacy only as the ability to read and write is a less valued field complexity that includes a lot of knowledge and skills. UNESCO (2003; 21) defines literacy as the ability to identify, understand, interpret, make, communicate and count, using printed and written materials related to various contexts. Literacy involves a learning continuum in allowing individuals to achieve their goals, develop their knowledge and potential and participate fully in society and society at large.

As students in literacy programs get access to basic literacy skills, such as reading and writing, functional skills that have the opportunity to benefit from information in the context of their society. This condition is in line with the objectives of the government program in providing Literacy Village assistance as follows: a) as operational costs and or complementary operationalization of village literacy in terms of institutions and services so that the management of the Literacy Village program can run smoothly; b) encourage the existence of literacy villages in order to continue to improve the quality and quality of services so that they impact the quality of life of the local community, namely social, economic, cultural and health; c) increase the literacy of the village / village community; d) encourage the formation of a community of people who are fond of conducting cultural activities and reading habits (Kemdikbud, 2017)

Literacy village is an effort to realize a literary society with broad meaning, namely an effort to free the community from literacy in order to have broader knowledge and understanding. Literacy Village activities are focused on providing reading material at reading substations, *Taman Bacaan Masyarakat* (TBM), reading stalls, reading corners, Information technology, as well as arts and cultural literacy and health literacy. Many literacy programs can be worked on in the Village of Literacy In the context of the Balinese village development jargon, the Village Literacy program is also very relevant. It's just that you have to review it, don't just let the program be just project oriented. Short term. Do not have a clear vision.

The village literacy program can be elaborated by the use of village funds to support the acceleration of village development. Therefore, recognition of a broad understanding of functions. Educator literacy programs should not be missed. Bartlett (2008) notes that educators now recognize literacy as closely related to their specific cultural location. Literacy villages, each reading center built, whether it's called reading post, TBM, reading stalls, reading corners, or whatever the name suggests, is a large collection of books and non-books (films, music, information technology / teaching aids) that are also linear location characteristics that are used as reading outlets. In the *posyandu* waiting room, it is appropriate to reproduce books about health. In the workshop waiting room, treat customers with books and reading materials related to the automotive. Both motorbikes and cars. In the tourist waiting room, books and information about tourism around it are provided, and other supporting equipment. TBM and village libraries are a solution for the availability of reading access for the community. Thousands of TBMs and Moving Libraries sporadically grow and develop to supply the reading needs of citizens independently.

4. Conclusion

Literacy village is a village area that is used to realize literacy communities (basic, advanced, and multi-literate) in order to have broader knowledge and understanding. Literacy Village is one of the programs of the Directorate of Literacy and Equality Education in order to create a community that is knowledgeable, skilled, advanced, and independent through reading and practicing in order to have a broad understanding. To succeed in the village literacy program, it is necessary to empower the potential of the community. The potential found in the village of Bejiharjo includes; adequate human resources, the availability of facilities that support village literacy programs, policies and the direction of the development of the village of Bejiharjo that supports literacy

programs, the strong partnership of the village of Bejiharjo supports the implementation of village literacy programs.

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