

Implementation of Illiteracy Eradication Program in Kato District North Kolaka, Indonesia

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Abstract: Implementation of Illiteracy Eradication Program in Kato District Sub-District, North Kolaka District, under the guidance of Dr. Azhari, S.STP., M.Si as the supervisor I and Mr. Arafat Yasir, S.Pd.I, M.Si As mentor II. This study aimed to find and describe Implementation of Illiteracy Eradication Program in Kato District North Kolaka, Indonesia. This research was a research with descriptive qualitative type, informant in this research as many as fifteen people. Data collection techniques were direct observation and direct interview. As for data analysis used Data Reduction, Data Presentation, and Drawing Conclusion. The results of this study indicated that the funds from the government were insufficient for the implementation of this Illiteracy Eradication program. The target of the Illiteracy Eradication program was in line with its objectives. Residents of learning who follow this illiteracy eradication program had been in accordance with the targets set by the implementer of Literacy Eradication program. While the selection of tutors and organizers should not be absolutely appropriate to the criteria established by the government. The election took precedence that had a high social spirit and willing to serve for the community, this was related to the implementation of illiteracy programs that were non-formal.

Keywords: Implementation, Eradication, Illiteracy

INTRODUCTION

Education has a decisive role for the development and individual realization of individuals, especially for the development of the Nation and the State. Progresses of a culture depends on the way the Nation and the State recognize, respect and utilizes human resources (HR) and this is closely related to the quality of education provided to members of the community. Education is one of the processes in order to influence learners to be able to adjust themselves as well as possible with their environment. Thus, will cause a change in him that allows the functioning strongly in the life of society.¹

Education, can also be interpreted as a process whereby a person develops the ability of attitudes and other forms of behavior in the society in which he lives, the social process by which people are exposed to the influence of a chosen and controlled environment so that he or she can gain or experience the development of social capabilities and individual abilities which is

¹ U. Sihombing, *Pendidikan Luar Sekolah, Manajemen Strategi* (Jakarta: PD Mahkota, 2000), 76-80.

optimal².

Education is an absolute necessity for all human beings, in general the national education is regulated in the Law of the Republic of Indonesia Number 20 of 2003 on National Education System 2006 Chapter IV Article 5 paragraph 1, "Every citizen has the same right to obtain quality education" and Article 5, paragraph 5, "Every citizen shall have the right to have the opportunity to promote lifelong education."³ This shows that all disadvantaged communities in education are entitled to equal rights in full education, welfare and health as citizens of Indonesia⁴.

Seeking knowledge was not only for children in school, but seeking knowledge was obligatory for every Muslim, male or female. His obligations were not limited to adolescence, but until the obligation to seek knowledge never stops⁵.

In order to promote human resources, various empowerment efforts are carried out by various parties, both government and society. One of them is the form of community empowerment through the provision of opportunities to participate in educational services, especially to the people who can be said to be less fortunate, either in urban areas or rural. The realm of empowerment for the community, which has been mobilized by the Ministry of National Education (MoNE) is to mobilize a blind literacy program⁶.

The strategic objectives of educational development in North Kolaka were contained in the Development Strategy Plan of North Kolaka, namely the realization of equality of educational opportunities and improvement of educational products. The data of illiterate population in Katoai district of North Kolaka were as follows:

Table 1. Illiterate Population Data in Katoai district North Kolaka, Indonesia

No	Total Population/year	Total WB	Served	Completed
1	2008	980	-	-
2	2009		240	240
3	2010		130	370
4	2011		30	400
5	2012		50	450
6	2013		50	500
7	2014		100	600
8	2015		100	700

Data Source: Primary Data 2015

While this year (2016) the number of illiterate population in Katoai district North Kolaka was 280 People and the plan completed this year.

² Muh Barid Nizarudin Wajdi, "Metamorfosa Perguruan Tinggi Agama Islam," *AT-Tabdzib: Jurnal Studi Islam dan Muamalah* 4, no. 1 (2016): 92–109.

³ *Undang-Undang No. 20 Tahun 2003 and Undang-undang No. 20 Tahun 2007 Tentang Sistem Pendidikan Nasional*

⁴ Muh Barid Nizarudin Wajdi, "Paradigma Pergeseran Educational Technology Menuju Instructional Technology" (2017).

⁵ Muh Barid Nizarudin Wajdi, "Kawasan Teknologi Pembelajaran" (2017).

⁶ Muh Barid Nizarudin Wajdi, "Landasan Historis Perkembangan Teknologi" (2017).

Out-of-school categorization was prioritized into several programs, among others, the eradication of illiteracy, the pursuance of packages, early childhood education, continuing education, and so forth. From some of the offshore education programs the writer decided to highlight the eradication of illiteracy because the writer feels that this program was related to lower class society. If the program was successfully implemented it can improve the standard of living of lower class society.⁷

The Illiteracy Eradication Program, now called the Functional Literacy Program, was a program intended to serve community members who were not in school and/or have dropped out of elementary school so that they have literacy skills. This program has a goal to empower the learning community to be able to read, write, and good Indonesian language. Functional Literacy Program was an integral part of the community's alleviation of ignorance, poverty, backwardness, and helplessness in the macro framework of the development of Indonesian human resource quality. Illiteracy eradication was very important and strategic considering the education of the Indonesian population was still low.

Until now the status of literacy in Indonesia was still not encouraging. This can be seen from the many areas where people still hold illiteracy status, which will affect the level of welfare of life. In order to overcome the above challenges, the Directorate of Out of School Education and Youth seeks to intensify the implementation of the Functional Literacy program. With the upgrading of the program, it was expected to reduce the rate of illiteracy rate in Indonesia, as stated in the Dakar Declaration in 2000, where by 2016 the literacy rate must reach 50% for ages 15 to 44 years. While the government's determination now was to set a policy of reducing the illiterate population 15 years and over to 5% in 2009, while the illiteracy rate in Indonesia currently reaches 12.8 million people (8.07%). The Functional Literacy Program was expected to be able pressing the above level of illiteracy.

Illiteracy issues for developing countries like Indonesia are still a central issue. Billion letters are the condition where one cannot read and write. In reading and writing it was one of the key to mastering science and technology.

Functional literacy was developed from the ground up using a participatory process to create a localized learning model. Functional literacy was a method of learning approach used to develop the ability of citizens to learn in mastering and using the skills of reading, writing, counting, thinking, listening and speaking are oriented to everyday life by exploiting the potential sourced from the surrounding environment.

This approach to Functional Literacy learning approaches was developed because the character or orientation of adult learning was more practical and functional as well as in line with their learning potential and needs. Therefore, the implementation of functional literacy programs, not merely provide the ability to read, write, count and the ability of Indonesian language and knowledge base but will further provide functional skills that were meaningful for the lives of citizens of daily learning so that they were able to improve the quality of life.

To know more about the urgency of the program of outside education through illiteracy eradication program therefore, the writer conducted a research in one district in North Kolaka,

⁷ M. Kamil, *Pendidikan Non-Formal, Pengembangan Melalui Pusat Kegiatan Belajar Mengajar (PKBM) di Indonesia (Sebuah Pembelajaran dari Kominkem Jepang)* (Bandung, Alfabeta, 2009), 121-124.

which was in Kato i district that had been underway its blindness eradication program. Therefore, in accordance with the background, the writer raised the title of "Implementation of Illiteracy Program in Kato i District of North Kolaka, Indonesia" The writer decided to take the title because, the writer saw that this program needed to be evaluated to know how much benefit given the eradication stage of the illiteracy program was for program targets.

LITERATURE REVIEW

Implementation Concept

Implementation can be interpreted in the context of the output, so that the planned program gets support such as the level of spending expenditure for a program. In the end, the highest level of impact of implementation has the meaning that there has been a measurable change in the broad problem associated with the program to be achieved. Implementation work effectively when the measures and objectives can be understood by the individuals responsible for a policy performance.

According to Charles O. Jones (1991) there were three main activities that are important in the implementation of the policy, namely:

1. Organization, constitutes the establishment or reorganization of resources, the methods units to make the program run (resource restructuring, unit formation, and methods for program implementation).
2. Interpretation, interpreting for the program to be a proper and acceptable plan and direction and implementation (designing the program into acceptable and implemented plans and actions).
3. Implementation, routine needs of payment or other services, tailored to the objectives or equipment of the program (funding support and others according to program objectives). In relation to such functional activity is from an organizational point can be seen from the actors or materials that play a role in the implementation of policies or programs with a focus on bureaucracy.

Factors Affecting Implementation

Factors or variables needed so that a successful policy implementation or major obstacles that leads to an implementation that failed, then there were four factors or variables in the implementation of public policy that were:

1. Communication

Policy and order decisions must be forwarded to the appropriate personnel before the decisions and orders can be followed, of course, the communication must be accurate and should be understood carefully by the implementers. However, many of the obstacles facing the transmission of implementation communications and these barriers may hinder the implementation of policies. Another aspect of communication concerning the implementation instructions was the issue of consistency, there were several things that meant:

- a. Disagreements between the executives and the orders issued by the decision maker.
- b. Information passes through layers of bureaucratic hierarchy

- c. The capture of communication may be inhibited by selective perceptions and the unwillingness of the implementers to know the requirements of a policy.

2. Resources

Implementation orders may be forwarded carefully, clearly and consistently, but if the implementers lack the resources needed to implement the policy the input implementation tends to be ineffective. Thus, resources could be an important factor in implementing public policy. Important sources included:

- a. Adequate staff
- b. Good skills to carry out their duties
- c. Authority
- d. The facilities needed to translate the proposal on paper to carry out public services.

3. Trends

The tendency of the implementers was a factor that has important consequences for effective policy implementation. If the executors were kind to a particular policy and this means support was likely to implement the policy as desired by the original decision makers. Vice versa if the behavior of the implementers was different from the decision makers then the process of implementation of a policy becomes increasingly difficult.

4. Bureaucratic Structure

Bureaucracy was one of the most frequent bodies even as a whole executing policy. Bureaucracy either consciously or unconsciously chooses organizational forms for collective agreement, in order to solve social problems in modern life.

Based on the observations made on the bureaucracy identified in six characteristics of bureaucracy namely:

- a. Bureaucracy elsewhere was elected as a social instrument aimed at addressing issues defined as public affairs.
- b. Bureaucracy was the dominant institution in the implementation of policy programs whose level of importance varies for each stage.
- c. The bureaucracy has a number of different purposes.
- d. Bureaucracy was not something neutral in their policy choices, nor was it fully controlled by forces outside of itself.
- e. Bureaucracy functions in a wide and complex environment.
- f. Bureaucracy was rarely dead; the instinct for survival was unquestionable.

RESEARCH METHOD

The type of research used in this research was qualitative research and descriptive method, i.e. Problem's solving procedure investigated by describing or describing the state of subject or research object (someone, institution, society and others) at present based on facts that appear or as it is.⁸

This research was conducted at Katoai District of North Kolaka, Indonesia. The location selection was based on the consideration of the ease of access to information, the cost and the

⁸ Nawawi, *Manajemen Sumber Daya Manusia Untuk Bisnis Yang Kompetitif*, Cetakan Kedua (Yogyakarta: Gadjah Mada University Press, 1985), 15.

limited time and in the Katoï district, there were still many indications of illiteracy.

Data Source in this research were:

1. Primary Data, i.e. data that was directly collected when conducting research in the field of recording interviews, direct observation through communication that was not directly about the subject matter.
2. Secondary data shall be data collected by persons or institutions in the form of publications, reports, documents and other books relating to this research

To obtain data in this study used data collection techniques as follows:

1. Interview was a technique of data collection conducted through direct question and answer between researchers with informants that had been determined. In addition, to know the object data obtained by researchers conducted in-depth interviews with some key informants who understand the issues discussed to provide information in order to complete the required data.
2. Observation, namely the way to obtain data through direct observation of the object of research to obtain information or data relevant to the object of research. Furthermore, researchers understand and analyze various symptoms related to the object of research,
3. Documentation, i.e. data collection conducted by reviewing documents either in the form of reference books or regulations or articles relating to this research in order to complete the data related to this research, as well as how data collection and literature review, where documents were considered support and relevant to the issues to be studied either in the form of books, literature, annual reports.

Data analysis techniques used in this study was a qualitative descriptive, data analysis techniques in which the type of data in the form of information both oral and written that were not numeric. Data grouped to make it easier in filtering where the data needed and which were not. After grouped, the data the writer describe the form of text to be more understood. After that, the writer drew conclusions from the data, so it could answer the subject of research problems. To analyze various phenomena in the field, the steps taken were as follows:

1. Information gathering through interviews, direct observation and documentation;
2. Data reduction was the selection process, the focus on simplification, the transformation of rough data arising from field notes. This step aimed to select which information was appropriated and not in accordance with the research problem.
3. Presentation of data, after the data was reduced, the next step analysis was the presentation (display) data. The presentation of data was directed to reduce the result data organized, arranged in a relationship pattern, so that more easily understood. The presentation of data could be done in the form of narrative descriptions. In this step, the researcher tried to compile the relevant data, so that the information could be inferred and had a certain meaning. The process could be done by displaying and creating relationships between phenomena to interpret what really happened and what needs to be followed up to achieve research objectives. Good data display was an important step towards achieving a valid and reliable qualitative analysis.
4. The final stage is to draw conclusions that were done carefully by verifying in the form of a

review of field notes, so that the existing data were validated.⁹

RESULT AND DISCUSSION

In this study, the District Technical Implementation Unit of Katoi District, the informant becomes fundamental in relation to the characteristics of the informant because to know the composition or percentage of informants by 15 informants expected to represent the PKBM management and the community as a whole in Katoi District North Kolaka, Indonesia. Regarding the age and education of informants could be seen below:

1. The Age of Informant

Based on the research result in the field that the informant of this study was at the age of 35 years up to 55 years and over. Informant in the age group 35-40 years as many as 7 people while the informants who were in the age group 41-55 years and over as many as 8 people.

2. The Level of Informant Education

The results of the field study showed that the informants who were in the education level (S1) as many as 6 people while the S2 was 1 person and the informants who were in secondary education level were 4 people, while the informants who were in junior high school education level were 5 people, it were that average the average informants who were made in this study already had a reliable level of education.

The education sector still plays an important role in improving human resources in Indonesia was low quality. In order for human resources in Indonesia to compete and play a minimal role in their own country, a plan was needed to improve education in Indonesia, including Non Formal and Informal Education. It cannot be denied that there are still many human resources in Indonesia that are not competent, this was influenced by low level of public education even many people, especially in rural areas that do not have education at all so illiterate. To reduce the level of illiteracy in Indonesia, the government must make efforts to develop Indonesian people as a whole.

The essence of human development is to improve the quality of human and community resources in order to be able to participate actively in development and able to increase efficiency and productivity for the improvement of the welfare of his life. To achieve the prosperous society, the main barometer was education. The backwardness of education will result in delay in absorbing information related to progress, especially those who are illiterate are very difficult to compete, nor can they have the opportunity to earn decent work and income and are unable to participate in every stage of development.

In an effort to improve the level of literacy of the community, the District Technical Implementation Unit of the Katoi District Education Office organizes the Illiteracy Eradication Program with forms of learning aimed at learning to be able to write, read, count and analyze thematically. Citizens learnt not only to get academic learning materials, but also learners were given skills training that was easy to apply in everyday life and that was appropriate with the

⁹ Sugiono, *Memahami Penelitian Kualitatif* (Bandung: CV. Alfabet, 2002).

circumstances in the area surrounding the residence of the studying residents.

In the implementation of a government program there were generally obstacles or shortcomings that occur in the implementation process. To minimize these obstacles, it was necessary to evaluate the implementation of programs that had been or were being implemented. Evaluation of a program was intended for the implementation of future programs could run better.

Through illiteracy eradication program consisting of 3 stages: the eradication stage, the stages of coaching, and the stage of preservation of this community was not only given the material reading, writing, counting data thematic analysis but also given the material that was functional i.e. the material related to the easy skills applied in everyday life.¹⁰

After the implementation of this illiteracy eradication program, the economic impact that the government hopes for the community is the society capable of entrepreneurship independently with the provision of skills that have been given during this government program. That way, what the government's goals can be achieved. After the evaluation of the implementation of a program it is expected that the results of the evaluation can be useful for the improvement of the program itself in the future.

Implementation of the Illiteracy Eradication Program, the researcher had conducted in-depth interviews consisting of 3 aspects: first organization consisting of organizational structure, executing expertise, second interpretation was the implementation in accordance with the provisions of the regulations, the implementing guidance and technical guidance, and the third implementation or implementation which ran according to work procedures, work programs and activity schedules based on Charles O. Jones' theory.

To obtain a more detailed description of Charles O. Jones's theory, the most important main activity in the implementation of North Kolaka Regency's regulation were organization, interpretation and implementation or implementation:

1. Organization

Each organization must have the organizational structure, the existence of qualified human resources as executive staff and equipment or tools work and support with a clear tool. Organizational structure provides a clear picture of the position, tupoksi and was a working guide for employees to realize the vision and mission North Kolaka regency in the field of education.

In the case of the implementation of illiteracy eradication program in North Kolaka District especially in Katoai Sub District was supervised by the Department of Education of Youth and Sports of North Kolaka Regency and delegated to each District Technical Implementation Unit in all subdistricts in the District of North Kolaka, with the goal that people can enjoy free education.

Target group was one of the most important things to be assessed, because the target group participate in determining the successful implementation of the Illiteracy Eradication program implemented by the District Technical Implementation Unit of Katoai District Education Office.

¹⁰ Djudju Sudjana, *Evaluasi Program Pendidikan Luar Sekolah* (Bandung: PT Remaja Rosdakarya, 2006), 27.

From the results of research could be captured an information that takes the tutor to activate the implementation of Literacy Eradication program. This was because society feels unnecessary and did not feel loss even though not following it. But there were also people who were eager to learn to read and write

In addition, many residents learn who had very low learning motivation so as not to keep the learning schedule that has been set. There were citizens who did not want to come to study if not picked up by his own tutor, there was embarrassment to participate in learning activities, there were reasons for a lot of work then they discontinue their intention to learn, or even some were indeed lazy to participate in learning. Seeing this tutor was very instrumental to motivate the citizens to learn to have full awareness to follow the learning process. Tutors also had a great influence in the successful implementation of this Illiteracy Eradication program

After reviewing the problem, solution should be sought to overcome the attitude of the lazy citizens to follow the learning process, for example: by giving interesting material and which was favored by the learners. The material submitted should also adjust to the wishes of the citizens to learn and not fixate on the module because sometimes the material that was on the module could not be accepted by the citizens of learning, and the citizens learnt not to want if the material submitted they did not like. Therefore, it took communication between the tutor and the residents to learn what material would be studied. But in essence learning aimed to citizens learn to be able to read, write, and count.

Learning activities of the Illiteracy Eradication program had received support from the Government in the form of providing facilities and infrastructure for the learning community so that the residents learnt not be required to pay the slightest. Facilities and infrastructure was very standard in the form of stationery, but it could support the running of learning process of Literacy Eradication program.

From the results of the research could be seen that the needs of studying citizens had been fulfilled in terms of facilities and the infrastructure. In the sense, there was already available adequate facilities and infrastructure for citizens learning illiteracy eradication program in Katoï district. Although the facilities and infrastructure were still simple but had been able to support the learning process of Literacy Eradication Program.

Funding for the implementation of the Illiteracy Eradication program was from the North Kolaka Government Budget. The Local Technical Implementing Unit of the Katoï District Education Office submits a proposal to each of these sources of funds in the context of implementing the Literacy Eradication program.

Obtaining funds from APBD for each study group in Kecamatan Katoï, covering: Lanipa-Nipa Village, Simbula Village, Maruga Village, Katoï Village, Ujung Tobaku Village, and Lambuno Village Total fund per group was Rp 3,170,000 with details as following:

- a. Honorarium identification of citizens/tutors for illiteracy activities: Rp 50.000
- b. Stationary Shopping:
 - 1) Shopping stationery for studying citizens Illiteracy program: Rp 100.000
 - 2) Stationery expenses for administration of illiteracy activities: Rp 230.000
- c. Shopping doubling:

- 1) Printing and copying of test items for the assessment of Illiteracy: Rp 45.000
 - 2) Printing and duplication spending for reporting Illiteracy activities:
 - 3) Printing and duplication spending for District level reporting: Rp 10.000
 - 4) Printing and duplication spending for Sub-district reporting: Rp 15.000
 - 5) Printing and duplication spending for Village level reporting: Rp 20.000
- d. Expenditure of raw materials. Expenditure of skills and materials of activity activity of Illiteracy: Rp 600.000
- e. Area travel expenses (travel expenses for tutors and organizers as well as transport spending on illiteracy activities)
- a. Tutor: Rp 1.500,000
 - b. Organizer: Rp 600.000

The amount was the result of the approval of the proposed proposal. With that number, the officers of the District Technical Implementation Unit of Katoai District Education Office gave the funds to each organizer to immediately realize in the form of learning activities. Provision of funds was done transparently in the Office of Technical Implementation Unit of the District Education Office Katoai.

In practice, the amount of funds was still very limited and very limited, both with respect to the cost of teaching and tutor fees and tutors and organizers. But the education system of Illiteracy Eradication program was with a humanitarian mission that was to help our brothers to be literate so that tutors and organizers must have a high humanitarian spirit because the available funds was not worth the workload

The result of this research was concluded that actually the fund from the government was not sufficient for the implementation of this illiteracy eradication program, but the greatness of the heart and the willingness of the tutors in trying to succeed the government program in the case of Eradicating Illiteracy among society, able to neutralize the obstacle.

2. Interpretation

In relation to Interpretation, what we want to know was whether the implementation of illiteracy eradication program was in accordance with the implementation guidelines and technical guidance contained in the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System applicable and in accordance with the direction of the authorized officials.

The results explained that the illiteracy eradication program was one of the government's efforts to educate the nation's life as stated in the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System. So, the North Kolaka government did not want to miss the intellectual life of the nation, especially for the people illiterate.

The purpose of the Illiteracy Eradication program in Katoai District were:

- a. Eradicate illiteracy and provide learning opportunities for community members aged 15 years and over who have not had the opportunity to obtain education.
- b. Providing business skills while studying to citizens to improve the quality of life.
- c. Providing insight to the community about the importance of learning and having knowledge and skills.

The objectives of the Illiteracy Eradication program according to the Ministry of National Education as follows:

- a. Improve knowledge of reading, writing, numeracy, and thematic and functional skills to improve the quality of human and community resources to be able to participate actively in development and able to increase efficiency and productivity for the improvement of the welfare of his life.
- b. Exploring the potentials and sources of life that exist in the environment around the people learn to solve their literacy problems.
- c. Provide skill provision to the learners to be independent. (Ministry of National Education Directorate General of Outside Education, 2006: 31).

From the results of the study could be concluded that what was the purpose of this Illiteracy Eradication program has been in accordance with what was desired by people with illiteracy. The existence of conformity of government goals to eradicate illiteracy and the desire of the community to want to follow the learning process in order to have the ability to read, write, and arithmetic and acquire functional skills in accordance with the potential of the region in their respective regions.

Judging from the objectives of the Illiteracy Eradication program, it could be seen also who was the target of the implementation of this program. Objectives of the Illiteracy Eradication program were community members aged 15 years and over who have not had the opportunity to obtain education.

It could be concluded that the objective of the Illiteracy Eradication program was in accordance with its objectives. Residents of learning who follow this illiteracy eradication program has been in accordance with the targets set by the implementer of Literacy Eradication program.

3. Application

Implementation of the intention was the rules/policies in the form of implementation and technical guidance that had been run in accordance with the provisions, for the implementation of this policy must also be equipped with the existence of clear working procedures, work programs, in the implementation of tax-related.

Implementation in illiteracy eradication program which was intended in this research which was in accordance with technical guidance and also has working procedure. In this case was the formation of recruitment of teachers in accordance with its formation procedure, after the formation of the board of literacy eradication proceed to hold socialization for recruitment candidate tutor.

The Literacy Eradication Program conducted by Non-Formal and Informal Education Inspector at the District Technical Implementation Unit of Katoiini Sub-district Office was conducted in April 2016. Non-Formal and Informal Education Auditors socialized the Illiteracy Eradication Program on village apparatus and local community leaders to be publicized to the community. But there were obstacles in the process of socialization was the difficulty of convincing people to follow this program, because people do not need it. In addition, socialization was also to determine who can be the organizer and tutor. The organizer was the person or institution that organizes the Literacy Eradication

program, while the tutor was the teacher or the person who teaches on the learning process of Literacy Eradication Program.

The form of organizers can be individual or group. For individuals was anyone who has the desire to serve in the world of education and willing to organize this Illiteracy Eradication program. Whereas, if the organizer of the institution was a community organization. Religion, NGOs, foundations, and others who had the will to organize the Literacy Eradication program. For organizers criteria for individuals were as follows:

- a. Minimum high school education
- b. Having experience in education activities at least 2 years
- c. Able to provide learning facilities and infrastructure.
- d. Not involved criminal acts

While the criteria for organizers of an institution were as follows:

- a. Having a Certificate/Legal Entity/Articles of Association and Bylaws
- b. Having experience managing education activities at least 3 years.
- c. Having illiterate data.
- d. Having learning facilities and learning
- e. Having tutor and administrative staff
- f. Having a network with other agencies (local, national, and international)

In the process of determining the organizers also identified who could be a tutor for the study group to be implemented. Every citizen who was summoned by his soul to help teach others can be a tutor with the following criteria:

- a. Minimum education or equivalent
- b. Reside in the location of learning activities implemented (coming from the local area)
- c. Able to manage the learning process in accordance with the learning needs of citizens to learn and master the substance of material that would be learnt
- d. Able to develop participatory learning methods and having a high commitment to their duties and obligations as tutors.

For the Illiteracy Eradication program in Katoi District, the organizers were all individuals. In conducting socialization and determination of identification of organizers and tutors conducted intensively by District Technical Implementation Unit of Katoi District Education Office which involved village apparatus and local community leaders such as Village Head, RT Head and RW Head. This was because they were more aware of the characteristics of their village and can identify who could be the organizer.

For the selection of tutors were usually also submitted to the local village device. Tutors were taken from the local community with the consideration that the tutor was expected to understand the character of the village and the community. In the implementation, the selection of tutors and organizers did not have to match the above criteria because not necessarily people who met the criteria would be the organizer and tutor because the task was very heavy.

From the results of the study indicated that the selection of tutors and organizers should not be absolutely appropriate criteria established by the Government. The election takes precedence that had a high social spirit and willing to serve for the community, this was

related to the implementation of illiteracy programs that were non-formal.

In the process of recruiting the organizers and tutor of this illiteracy eradication program, it netted as many as 26 organizers and 26 tutors who were willing to help the implementation of Literacy Eradication program.

After the tutors and organizers were selected, the tutor and the organizer were summoned to the District Technical Implementation Unit of the Kato'i District Education Office to be briefed on the Lesson of Illiteracy Learning program and given the module into the learning curriculum. The module was from the District Government of North Kolaka with teaching materials was thematic material that was teaching materials used to learning citizens of people with illiteracy in order to have the ability to write, read, count, and analyze thematic, oriented to the fulfillment of daily life needs by exploiting the potential there in the neighborhood.

Once determined who will be the organizer and tutor then do initial data collection to identify potential citizens learning illiteracy eradication program in each village. Data collection was the authority of each village that can be done by the Head Direct Village or Village Head appoints local community figures such as PKK mothers, or those who understand the characteristics of the village to do data collection directly. The data obtained was used as the basic data of any village that needs to be held Illiteracy Eradication program. The village head was given a maximum of 1 month in the data collection of prospective study residents in their respective areas. It was scheduled that the data collection stage of prospective participants was held in May 2016 ago.

The data collection was conducted by Non-Formal and Informal Education Auditor and assisted by village apparatus, community leaders and tutors as well as organizers of the Illiteracy Eradication Program by plunging directly into the community and providing socialization about the Literacy Eradication program and giving understanding about the importance of this program. They offer to the community to participate in illiteracy eradication program for free. They also try to give understanding to people with illiteracy to be willing to follow this program. From the data collection of prospective citizens studying the period of 2015/2016, netted 394 people with illiteracy in Kato'i District. Prospective citizens learned a total of 394 people.

There were still many village apparatus as well as community figures who were less responsive to what was submitted by Non-Formal Education and Informal Observers of the Regional Technical Implementation Unit of Kato'i District Education Office which was assigning the village officials and local community figures during the process of disseminating the Blind Eradication Program Script to its citizens, whereas the performance of Non-Formal Education Officer and Informal Unit of Regional Technical Implementer of Kato'i District Education Office was quite good. It results in data coming into the office was not as expected or the results of data collection was not as expected.

To overcome this matter, Non-Formal and Informal Education Auditors must be selective in choosing village apparatus that will be assigned to socialize the Illiteracy Eradication program and to record the prospective learners by selecting people who had willingness and care for people who still hold the status of blind script.

From the description above, showed that the data collection of prospective residents studying in Katoï District has been done by various parties, namely from the Technical Implementation Unit of the District Education Office, tutor and the program organizer of Illiteracy Eradication, village apparatus, and community leaders. In the process of data collection prospective residents learn there were only a few obstacles, namely the low responsiveness of village institutions and local community figures in socializing and also record prospective citizens learn the program of Illiteracy Eradication. Selection of the right people, could be the solution.

Tutor was a teacher or person who taught on the learning process of Literacy Eradication Program. They were the ones who were called to their souls to help teaching others even with very little rewards. General criteria as a tutor was to have a minimum of high school or equivalent and able to manage the learning process in accordance with the needs of citizens to learn and master the substance of the material that would be learnt.

Seeking tutors with predetermined criteria but all tutors who taught in the Literacy Eradication program had met the general criteria as a tutor in the implementation of this program. As mentioned earlier, the general criteria for becoming a tutor in this Literacy Eradication program was to have a minimum of senior high school and the tutors obtained were those who had concern for people who were illiterate.

CONCLUSION

Based on the results of research on Implementation of Illiteracy Eradication Program in Katoï District North Kolaka, Indonesia, it could be concluded that: 1) Organization. The results of the study concluded that the implementer of the illiteracy eradication program in Katoï District was a Community Learning Activity Center established by the Department of Education of Youth and Sports through the Technical Implementation Unit of the Service. 2) Interpretation. The target of the Illiteracy Eradication program was in line with its objectives. Residents of learning who follow this illiteracy eradication program had been in accordance with the targets set by the implementer of Literacy Eradication program. 3) Application. Selection of tutors and organizers should not be absolutely appropriate to the criteria established by the Government. Selection of the tutor causes the main obstacle in the implementation of the program was because there were still lazy tutors come to teach because the election was not based on having high social soul and willing to serve for the community.

The researcher provides input to the implementation of Literacy Eradication program as follow: 1) The socialization conducted by the Regional Technical Implementing Unit of Katoï District Education Office should be improved, by conducting routine socialization in each village on the benefits of the Illiteracy Eradication program. It aims to maximize the arising of illiterate citizens and make them have a high awareness in following this government program. 2) The Regional Technical Implementing Unit of the Katoï District Education Office as the motivator and facilitator of the Literacy Eradication program should coordinate and propose an increase of budget so that program implementation can be improved. This was because the funds from the government were inadequate for the implementation of the Illiteracy Eradication program. 3) Although the Illiteracy Eradication Program was Non-Formal Education, but the

Government should also pay attention to the welfare of the organizers and tutors as was the case with Formal Education by providing adequate facilities and adequate infrastructure and honorarium. 4) The Regional Technical Implementation Unit of the Education Office of Katoai should pay more attention to the development of the learning community after completion of this program, especially the realization of the government's goal to establish its citizens to be truly able to improve the economics of its citizens, by giving encouragement to open businesses and lending capital to the learning community.

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