
THE ROLE OF TBM SUKAMULYA CERDAS MANAGERS IN INCREASING LITERACY IN THE COMMUNITY ENVIRONMENT THROUGH THE LITERACY CAMPAIGN PROGRAM

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Received: Juni, 2020; Accepted: September, 2020

Abstract

The background of the researchers conducting this research is to increase community literacy, but literacy is meant not only that people can read, write and count, but the public can know all important aspects other than education as an investment for the future of them as well as to advance the nation and the State we are in accordance with the times at this time. The current achievement that has been obtained by the Indonesian State is one proof that Indonesia has gone through a literacy crisis in this case literacy. The research objective is to find out how the role of the TBM Sukamulya Cerdas manager in increasing literacy in the community through the village literacy program. Theories used in this research are TBM theory, Literacy theory and literacy village theory. Researchers used interview and observation techniques with qualitative descriptive methods to obtain information from informants. The sample in this study was a TBM manager and three representatives of TBM Sukamulya Cerdas visitors. The results of research at TBM Sukamulya is the role of TBM Sukamulya Cerdas in increasing literacy in the community through the village literacy program that has run well seen from the achievement of increasing the ability of literacy in the surrounding communities through the role of managers who provide programs that are in accordance with the concept of literacy villages. The role of TBM managers is crucial in improving community capacity in literacy.

Keywords: Village Literacy, Literacy, and Management of TBM.

Abstrak

Latar belakang para peneliti yang melakukan penelitian ini adalah untuk meningkatkan literasi masyarakat, tetapi melek huruf dimaksudkan tidak hanya agar orang dapat membaca, menulis, dan menghitung, masyarakat dapat mengetahui semua aspek penting selain pendidikan sebagai investasi untuk masa depan mereka juga. Untuk memajukan bangsa dan Negara kita sesuai dengan perkembangan zaman saat ini. Prestasi saat ini yang telah diperoleh oleh Negara Indonesia adalah salah satu bukti bahwa Indonesia telah mengalami krisis melek huruf dalam hal ini melek huruf. Tujuan penelitian adalah untuk mengetahui bagaimana peran manajer TBM Sukamulya Cerdas dalam meningkatkan literasi di masyarakat melalui program literasi desa. Teori yang digunakan dalam penelitian ini adalah teori TBM, teori Literacy dan teori desa literasi. Peneliti menggunakan teknik wawancara dan observasi dengan metode deskriptif kualitatif untuk mendapatkan informasi dari informan. Sampel dalam penelitian ini adalah manajer TBM dan tiga perwakilan pengunjung TBM Sukamulya Cerdas. Hasil penelitian di TBM Sukamulya adalah peran TBM Sukamulya Cerdas dalam meningkatkan literasi di masyarakat melalui program literasi desa yang telah berjalan dengan baik dilihat dari pencapaian peningkatan kemampuan literasi di masyarakat sekitar melalui peran manajer yang memberikan program yang sesuai dengan konsep desa literasi. Peran manajer TBM sangat penting dalam meningkatkan kapasitas masyarakat dalam melek huruf.

Kata Kunci: Kampung Literasi, Literasi dan Pengelolaan TBM

How to Cite: Rahayu, R. (2020). The Role Of TBM Sukamulya Cerdas Managers In Increasing Literacy In The Community Environment Through The Literacy Campaign Program. *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9 (2), 116-121.

INTRODUCTION

Education has a very important role to build society so that they can be independent, competitive and intelligent. One of the success factors in education is the increase in literacy rates in the community. Quoted from detainees, according to the Director of the Development of Literacy and Equality (Bindiktara) Abdul Kahar (Putri, 2019) achievement of eradicating illiteracy in 2018 in the State of Indonesia, the Indonesian population has successfully attained 97.932% thus leaving 2.068% (3.474 million people) still illiterate. Although it has been reduced, but eradicating illiteracy still continues. Our main goal is to solve illiteracy and free the country from illiteracy. Literacy is meant not just that people can read, write and count, but the public can know all important aspects besides education as an investment for their future and to advance our nation and country in accordance with the development of the times at this time. The current achievement that has been obtained by the Indonesian State is one proof that Indonesia has gone through a literacy crisis in this case literacy.

The next stage that must be done is to develop interest in reading and community empowerment through programs that can support the development. Non-formal or Non-formal Education as one of education that can facilitate the community outside the formal channels, through several existing programs, including Community Reading Gardens (TBM), Literacy villages, and Street Libraries. These programs are movement programs to develop literacy in the community. According to Atalia Praratya Kamil (Abdalloh, 2018) expressed that in the West Java Province the literacy movement needs to be supported by the government, because in the current global era demanding the government to be able to facilitate the entire education system. As one of the follow-up actions as well as the application, the government, especially West Java, has supported the success of the development of the non-formal education world by developing Community Reading Gardens.

Understanding TBM according to Sutarno NS (Rahayu & Widiastuti, 2018, p. 60) is a place that provides facilities in the form of reading material and programs related to developing an interest in reading for the surrounding community that is deliberately built by government, private or self-management. The TBM was built with the hope of helping to increase the ability, knowledge and skills of people who are literate or for those who cannot continue their education in formal schools as one of their provisions to be able to work or gain wider insights. Literacy that we know may be limited to knowing or literacy alone, but literacy for now has a broad meaning that contains a variety of meanings. Several types of literacy that exist today are computer literacy, media literacy, technical literacy, economic literacy, information literacy, and finally there is moral literacy. A person can be said to be literate if he is able to use and understand something through reading and then can apply it in his life. Literacy programs that are developing now have begun to innovate and vary thanks to the support of the local government as one of the supporters in the world of education. The program includes the literacy village, the literacy village being one of the community foundations to build the quality of human resources through activities organized by all local government officials so that all communities can realize the importance of reading.

THEORITICAL REVIEW

Garden Reading The Community (TBM)

TBM according to Sutarno NS (Rahayu & Widiastuti, 2018, p. 60) is a place that provides facilities in the form of reading material as well as programs related to developing an interest in reading for surrounding communities that are deliberately built by the government, private or self-managed. The role of TBM will run with its semesters if TBM has been able to properly carry out its role and already has a position or status in the community along with clear functions and duties. In accordance with the rules issued by the Directorate of Community Education, the Directorate of PNFI Ministry of National Education that the role of TBM is as a learning facility, center for information development, as well as a place of recreation as well as a place of education. (Saepudin, Sukaesih, & Rusmana, 2017)

The purpose of making TBM is as one of the people's access to learning, reading material services that are evenly and afforded by the community at large. In addition, the existence of TBM can improve literacy and reading skills, develop and cultivate the hobby of reading, create a society that likes to read and learn, support the community to be lifelong learners, and realize the independence and quality of people who have skills, knowledge, cultured and civilized. (Saepudin, Sukaesih, & Rusmana, 2017)

Literacy

Literacy according to Saryono (Suwandi, 2019) is a person's understanding of the information they get from good reading and writing habits so that a person can have the ability to think critically, creatively and can judge someone and evaluate the information obtained.

Cooper (Kusmana, 2017) states that literacy has an understanding of literacy, literacy, literacy or proficiency in reading and writing. The literacy dimensions agreed upon in the World Economic Forum include literacy, literacy, numeracy, literacy, scientific literacy, digital literacy, financial literacy, as well as cultural and citizenship literacy. Ministry of Education and Culture (Culture, 2017)

Village Of Literacy

Literacy village, according to the Ministry of Education and Culture (Community, 2017) is a village or settlement that was created to help increase interest in reading and community knowledge and can create a community that has six basic components of literacy. The expected results from the literacy village through the activities carried out are:

1. The availability of information and knowledge service facilities in the non-formal education path in the form of book reading material or non-books provided at TBM, reading corners or others which are non-formal education programs equipped with information technology.
2. Society can have the knowledge, skills and attitude development to improve the quality of life.
3. There are information services and sources of access to information for the community, especially those related to the six literacy components. Ministry of Education and Culture (Community, 2017)

METHOD

This research uses a descriptive method with a qualitative approach. According to (Sugiyono, 2014) a research method based on post positivism philosophy, which is used to examine natural

objects (as opposed to experiments) where researchers are key instruments. Data collection techniques are carried out by triangulation (combined), data analysis is inductive / qualitative, and the results of qualitative research emphasize the meaning rather than generalization.

According to (Sugiyono, 2014) the source of the data can be determined purposefully, that is chosen with specific considerations and goals. For research data, researchers took a random sample, arguing that the education of managers and their role in TBM while for visitors were chosen on the grounds that they were involved in implementing programs in TBM. The number of samples in the study was one TBM manager and three TBM visitor representatives. Data collection techniques through interviews and observations. By selecting the sample above, we can find out how the role of TBM managers in increasing literacy in the community through the village literacy program as one of the innovations in increasing literacy in the community. The research site was conducted at TBM Sukamulya Cerdas Sukamulya Village, Cinambo District, Bandung City

RESULTS AND DISCUSSION

Results

Following are the results of researchers' interviews with the TBM Sukamulya Cerdas manager about the role of the TBM Sukamulya Cerdas manager in Increasing Literacy in the Community Through the Literacy Village Program:

The making of this TBM began with my concern for the community's low interest in reading at the time and then I planned to make this TBM. At the beginning of managing the perceived constraints were still difficulties in getting TBM facilities such as places that were still not feasible as well as books that were still in production for a long time and did not fit the needs of the community. For this reason, we, the managers at that time, carried out a ball pick-up strategy and continued to invite the public to want to read. Furthermore, the manager explained about the results of the strategy "the results obtained from the strategy the community has begun to come to TBM to read and look for information". The increase in visitors at that time began to appear.

TBM Manager explained about the innovative programs in TBM. "There are eight programs in TBM Sukamulya Cerdas, starting from the literacy village, the Sunday reading or gemma movement, the parent reading book, the RW one TBM, the Little Angel of the environmentalists, book grants, literacy campaign and finally there is a literacy tourism village program. In addition, the manager also said about the response or response from the government apparatus regarding the existence of TBM Sukamulya Cerdas, "The local government is very supportive and responds well, one of them by striving that TBM is in every RW in Cinambo sub-district".

The next question about the literacy improvement program in TBM for the community is "The program is one of the strategies to increase literacy among the community, especially services in the field of education namely Gemma (reading week movement). The reason why this program is one of the strategies is that it is one of the literacy village programs and does not only involve people and reading activities, but there is also a literacy dimension found in it".

Finally, the TBM manager explained about the obstacles in implementing the program, following the results of the interview "the perceived weakness of the moment is minimal,

because Alhamdulillah everything was done with the support of various parties not only from me as the manager but the government apparatus and the community also contributed".

Furthermore, researchers will explain the results of field interviews of a sample of visitors to the TBM Sukamulya Cerdas, but the researchers will present the conclusions of the three sample visitors. Following are the conclusions from the results of the interview:

Researchers gave questions about the facilities available at TBM "existing facilities or infrastructures for this time have been very developed compared to the beginning, the books have varied, especially now that there is a book donation program from the ministry". Furthermore, regarding the implementation of the program "TBM program implementation is in accordance with the needs of the community as one of the ways to increase literacy in the community especially the residents of Cinambo sub-district. In response to the implementation of the visitor's program, it was stated that "we really responded well to the programs that were held because the manager was very facilitating and did not forget to give motivation to us".

The next question is about the benefits and driving factors of visitors coming to TBM. "Many of the benefits we get are not just information from books or reading material that we read, but other activities also add to our insight that learning is important, but also always encouraged to attend TBM. Not only because the programs are interesting, but we can stay in touch with the people".

Discussion

From the explanation above, the role of the TBM Sukamulya Cerdas manager in increasing literacy in the community through the village literacy program has been going well and has a positive impact on increasing literacy in the community. TBM Sukamulya was built in accordance with the role and objectives of TBM in general. The purpose of making TBM is as one of the people's access to learning, reading material services that are evenly and afforded by the community at large. In addition, the existence of TBM can improve literacy and reading skills, develop and cultivate the hobby of reading, create a society that likes to read and learn, support the community to be lifelong learners, and realize the independence and quality of people who have skills, knowledge, cultured and civilized. (Saepudin, Sukaesih, & Rusmana, 2017).

In addition, the programs provided for the community are very helpful to the community in obtaining information, these programs prove that the role of the manager can function properly. For the program which is one of the benchmarks of literacy development is a literacy village in which there are also other activities, one of which is moving the reading week. This program has other goals besides increasing reading interest, the public will also be able to learn about culture, economics, and information technology. The concept of the program that is held is very attractive to the community, because the managers and government officials follow the development of the current era.

Besides that, literacy villages also have principles in the implementation of their activities in order to achieve maximum results and in accordance with their conditions. According to Ministry of Education and Culture (Community, 2017) is "from, by and for the community" in that sense:

- 1) Literacy villages must provide services based on the initiatives of various parties ranging from institutions, community organizations, government and community leaders.
- 2) Activities carried out must include all groups and various elements of society.

- 3) The basis of all activities and programs is from the interests of the surrounding community in developing the environment and achieving a good quality of life.

CONCLUSION

From the research above, the conclusion about the role of the Sukamulya Cerdas TBM manager in increasing literacy in the community through the village literacy program has been going well seen from the achievement of increasing the literacy ability of the surrounding community through the role of the manager who provides programs that are in line with the concept of literacy villages. The role of TBM managers is crucial in improving community capacity in literacy. The community has begun to enjoy the results of their participation in every TBM activity in Sukamulya Cerdas especially in the Literacy Village program.

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