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# Literacy Village: A Breakthrough in Creating A Literate Culture

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**Abstract.** The low level of quality of Human Resources (SDM) is one of the concerns of Indonesia. This is caused by the level of reading interest of the Indonesian people that is very low. According to the census results of Central Bureau of Statistics (BPS) in 2015, the number of illiterates in Indonesia is about 5,984,075 people or 3.70%. Based on the results of the survey, it shows the critical issue of reading and literacy interests in Indonesia. Based on these problems, cooperation between society and the government is needed. One form of cooperations can be actualized by creating literacy villages as an effort to create a culturally literate society. The method used in this research is qualitative method. Through this approach, the researcher makes a complex picture, examines words, detailed reports from the respondents' views, and conducts studies in natural situations. The results showed that the community in Cipadung Village, Bandung participated in reducing the number of illiteracy through the literacy village movement. This activity is expected to be able to increase the reading interest of the people in Cipadung Village, Bandung towards literate society.

## 1. Introduction

Indonesia is a big country that has abundant of Human Resources (SDM) and Natural Resources (SDA). This is a great potential to make Indonesia as a developed country in the world. However, Indonesia is still in the category of developing countries that continue to try to liberate themselves from a number of domestic problems, especially related to improving the quality of human resources. The issue of quality of human resources has the potential to hamper Indonesia's progress. Education is a top priority in efforts to build and improve human quality [8]. In this effort, facilities and infrastructure are needed as well as the willingness and readiness of each individual to involve themselves, think forward and develop self-competency. Improving human quality through education is closely related to the level of reading interest.

The survey results from several institutions showed that the level of reading interest in Indonesian society is still low. Moreover, it is below the average level of reading interest compared to other Asian countries. Based on the data from UNESCO in 2012, the index of reading interest in Indonesian society only reached 0.001. That is, from 1,000 residents only one citizen is interested in reading. Data from UNESCO for the education development index, Indonesia is in number 69 of 127 countries. In a national scale, not until one book title is read by someone in a year. According to UNESCO survey results, regions in Indonesia that have the highest reading interest are The Special Region of Yogyakarta with the reading index of 0.049. In Singapore, the reading index of the community has reached 0.45. The encouraging data is the achievement of literacy eradication in Indonesia. The results of the 2015 Central Bureau of Statistics (BPS) census which was the first year of the 2015-2019 National Medium-Term Development Plan (RPJMN), there were 5,984,075 illiterate people in Indonesia or 3.70%. In



addition, by various illiteracy eradication programs carried out by the Ministry of Education and Culture (Kemendikbud), the illiteracy rate has decreased significantly compared to the previous years. The reading interest data and the level of illiteracy affect the position of Indonesia's Human Development Index (HDI). HDI is related to the Human Development Index (IPM) as measured by life expectancy (health level), economic growth and quality of education. According to Central Bureau of Statistics (BPS) data in 2014, the value of HDI increased slightly to 68.90 from 68.4 in 2013. Data released by the United Nations Development Program (UNDP), Indonesia's HDI in 2013 was ranked 108th out of 187 countries. This HDI figure shows that Indonesia is also far below a number of countries in ASEAN [10].

The results of the survey show the importance of the issue of reading and literacy in Indonesia. As a country with a population of 270,234,842 people, ranked fourth in terms of the largest population in the world, in terms of reading interest and HDI Indonesia is far behind compared to other countries. Armed with experience in eradicating illiteracy, it is not impossible if we are together and try to do various things even out of the box, we can increase reading interest and public literacy. Indonesia is an archipelago that stretches from Sabang to Merauke. The population lives more or lives in rural areas with various limitations and minimal facilities. The condition of the community is characterized by illiteracy, poverty, low levels of health, high mortality rates, rampant crime, and other social problems.

UNESCO provides a definition of literacy as the ability to read and write simple sentence texts. Meanwhile, there is also a definition that associates literacy with the level of education. There are also countries that build a more specific understanding of literacy. One of them is China, defining literacy as a person's ability to understand a minimum of 2,000 Chinese characters in urban areas and 1,500 characters in rural areas. For Indonesia itself, the notion of literacy is "literacy" and "illiteracy" which refers to the concepts formulated by the Central Bureau of Statistics (BPS) as "Literacy Numbers" (AMH) and "Illiteracy Numbers" (ABH). AMH is defined as the proportion of people aged 15 years old and over who have the ability to read and write Latin letters and other letters without having to understand what they read or write. Meanwhile, Illiteracy Numbers (ABH) is the opposite of Literacy Numbers (AMH). According to UNDP, Indonesian literacy rates are good compared to many other developing countries. A total of 93.9% of the population aged 15 years old and over were declared able to read and write even without having to understand.

In 2015, the Minister of Education and Culture, Anies Baswedan, had launch the "School Literacy Movement" (GLS) which was developed based on Permendikbud No. 21/2015 concerning the Movement for Cultivation of Characters in Schools. In the pocket book of the School Literacy Movement issued by the Directorate General of Primary and Secondary Education, it is explained that literacy is the ability to access, understand and use information intelligently. Besides the School Literacy Movement there is also a family literacy movement and a community literacy movement. This community literacy movement can also be said as a community-based literacy movement. As an effort to realize a model of literacy movements, literacy can be understood as a lifelong learning process in order to be an individual, a wise, critical, creative and caring human character who can sympathize, empathize, and be compliant on themselves, fellow human beings, and their environment. For example, the actual literacy movement is ecoliteration models developed by several reading parks and many book communities, as well as jungle school models and various groups that include culture, knowledge, alignments with the environment and local wisdom. So, literacy explored the effect of core knowledge content on the curriculum development in the school [9].

Literacy village activities have six dimensions, such as the dimensions of reading-writing-counting literacy, science literacy, information and communication technology literacy (ICT), financial literacy, cultural literacy, and citizenship literacy. The following is an explanation of the book of Environmental Literacy Movement issued by the Ministry of Education and Culture (2017) [6].

The problems in this study are formulated into: 1) Factors that indicate the realization of literacy villages in Cipadung Village, Bandung, 2) How is the development of literacy village in Cipadung Village, Bandung, 3) Response from Cipadung society to the existence of literacy villages, and 4) Obstacles faced in developing literacy villages in Cipadung Village, Bandung.

## 2. Methods

The method used in this study is qualitative method i.e a research process and understanding based on methodologies that investigate a social phenomenon and human problems. Through this approach, the

researcher makes a complex picture, examine words, detailed reports from respondents' views, and conduct studies on natural situations [1]. Qualitative methodology is a research procedure that produces descriptive data in the form of written and oral words from people and observed behavior. It is implemented because the things studied are village literacy modeling, so a comprehensive study is needed regarding the form of implementation.

The method used is Naturalistic Inquiry, which is the method of observation and data collection carried out in natural settings, without manipulating the subject under study (as it is natural) [2]. Thus, through this approach, the information is expected to be obtained in a focus and depth. This method of naturalistic inquiry was carried out by describing it phenomenally related to the things that stood out about the formation of the literacy village model.

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions [3]. The population in this study was divided into two groups, the society of Cipadung Village, RW 11, Bandung and the manager/stakeholders (RT and RW) of the literacy village of Cipadung Village, Bandung. The sampling technique will be carried out by purposive random sampling technique for sampling the society of Cipadung village RW 11.

The data collecting technique is through interviews, observation, and documentation studies. Intensive interviews on the research subjects are done to gather information about their values. In addition, it was also carried out against other residents as a cross check. Interviews are conducted using guidelines, so that they do not deviate from the objectives. Observations were made to see firsthand the development of literacy villages in daily interactions with the environment. Documentation studies are carried out to explore through secondary sources to complement field results.

Data validation is done by triangulation which functions as a cross check data that refers to dimensionality through multiple viewpoints and stability [4]. Interviews were conducted to the residents to match the truth of the data from the sources that had been obtained. Thus, the data obtained can be analyzed as a valid research result.

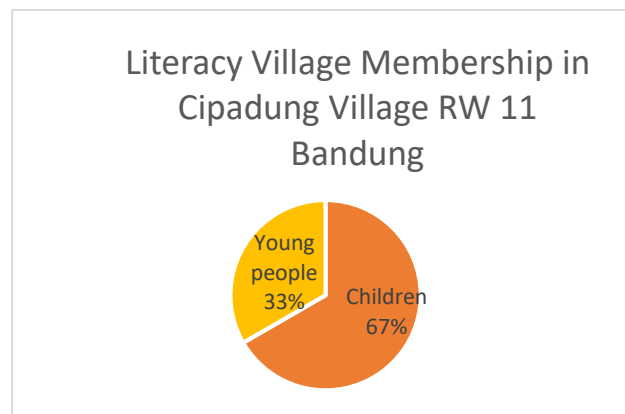
The data analysis method used is an interactive analysis model. This interactive analysis model is carried out with three steps of qualitative data analysis, which consists of data collection, data reduction, data display, and conclusion/verification [5].

### 3. Results and Discussion

The establishment of literacy village in several cities/regencies in Indonesia has indeed become one of the programs in improving the education sector in village-based areas which is the smallest environment. The research that has been achieved in this progress report provides an overview of the existence of literacy villages in Cipadung Village, Bandung. As a demonstration of the literacy village of Cipadung Village located in RT 02 RW 11. One area in the East Bandung region will be used as a pilot area as the first Literacy Village in Bandung with the first initiator, Deny Zaelani, a national spatial expert. The village that will be named KANCIL (Kampung Cinta Ilmu) or the Village that Loves Knowledge expected to be one of the campaigns to arouse the spirit of learning in society, especially for the younger generation. This activity was continued by young people from RW 11 RT 02 named Hamzah, he was intrigued by the condition of the community especially children and young people in RT 02 RW 11 who still have labor jobs. Hamzah himself was a young man who was born and grew up in RW 11 Cipadung Village, Bandung. In his area, according to the head of RT 02 RW 11, Mr. Doni, is one of the largest populations with a high birth rate. This is influenced by the large number of immigrants who reside or live temporarily in RT 02 RW 11. In addition, there are also strategic places or areas from highways and shopping areas and there are schools near the neighborhood, even though the location is in a small alley. The schools are in RT 02 RW 11 starting from kindergarten to the level of Madrasah Aliyah owned by individuals. This literacy village activity lasts for approximately 2 years, starting in 2017 until now.

Based on the phenomenon, Hamzah or who is familiar with Kang Hamzah saw an anxiety in many society that have a great potential in life skills. Therefore, he established a Literacy Village as a place to realize literate culture. The literacy village in RT 02 RW 11 of Cipadung Village, Bandung named Kampung Kancil, i.e the Village that Loves Knowledge. Participants in the Literacy Village activities were children, young people, and mothers in the RT 02 RW 11 area. In fact, the more active participants

were children and young people. The number of participants in the activity were all children and young people in RT 02 RW 11, but for children who were enthusiastic in participating in the literacy village activities there were only 20 children out of a total of 55 children/participants. Meanwhile, there were 10 young people who actively participated in the literacy village activities with 2 volunteer teaching staffs. The volunteer teaching staffs are Kang Hamzah and his wife, Dini. The number of participants who participated in the activity sometimes did not remain due to the bustle of each participant. However, to overcome this problem Kang Hamzah provided time on Saturday and Sunday afternoons. Figure 1 shows the number of literacy village membership in RT 02 RW 11.



**Figure 1.** The Diagram of The Participants of Village Literacy Activities

Figure 1 explained that children were more and more enthusiastic in participating in literacy activities, while literacy activities for children were reading-writing-counting literacy, art and culture literacy, technology and information literacy (ICT). Children are easily encouraged by their parents and fill the weekend time. The parents were greatly helped by the literacy village activities because they could help school learning. The age of children who participated in the literacy village activities in RT 02 RW 11 Cipadung Village, Bandung were in the range of 6-13 years old. Meanwhile, the number of youth participants who participated were not too many, only 10 young people or only 33%, because young people in RW 11 Cipadung Village, Bandung had different activities, but one of the extraordinary appreciation of the youth literacy village activities was they already has a workshop or production of silhouette painting. Whereas, the age of young people who participated in the literacy village activities were in the range of 15-20 years old. It shows that participants from literacy village activities in RW 11 Cipadung Village, Bandung are in the productive age.

The results of the research obtained from the literacy village activities in RT 02 RW 11 Cipadung Village, Bandung are the factors of the realization of literacy village. The following are the results of interviews conducted by local activists in the literacy village, Kang Hamzah and the Chairman of RT 02 RW 11 Mr.Doni. The first indication is that this literacy village is an idea from the government or activists on the concern of Cipadung Village society, Bandung regarding illiteracy or script has been done well. This is in line with the government's expectations in alleviating illiteracy in Indonesia. The following is an excerpt from the Ministry of Education and Culture.

*“Indonesia has indeed succeeded in reducing the rate of illiteracy. But, the next challenge is to foster a reading culture among Indonesian people. The growth of reading culture is important considering the ability and reading skills are the basis for a person obtaining knowledge, skills and attitude formation. Being literate generation means going to a critical and caring society. Thus, critical to the information that received, so that it does not react emotionally and care about the environment” [6].*

Low reading interest is one of the causes of the above events. Those who do not cultivate reading and are easy to react without considering things are a reflection of people who have not had good information of literacy. In an attempt to be a person with good information literacy, it is necessary to

read. If you get used to reading already embedded, the next step is to form characters like to read, and finally have a good reading culture.

According to Minister of Education and Culture (Permendikbud) Regulation Number 23 of 2015 concerning Cultivation of Character strengthen the efforts to establish the culture of literacy. The Permendikbud is an activity of 15 minutes reading non-learning books before the time of study begins. The habit of reading book is considered to be able to foster reading interest and improve reading skills so that knowledge can be mastered better.

The potential of the community of Cipadung Village, Bandung in developing literacy villages is very high, this is based on the enthusiasm of the people in RT 02 RW 11 Cipadung Village, Bandung. This is based on the presence in literacy activities, the following is a schedule obtained from the field for literacy village activities in RT 02 RW 11 Cipadung Village, Bandung as follows, especially the schedule for children participants.

**Table 1.** The Schedule of Literacy Village Activities in Cipadung Village, Bandung

No	Date/Time	Activities
1	Saturday, 17.00-19.00 WIB	Art and Culture Literacy; dancing
2	Sunday, 16.00-18.00 WIB	Reading-writing-counting-drawing Literacy ICT Literacy (days without internet)

Saturday and Sunday are carried out by literacy village activists, Kang Hamzah and Dini deliberately placed at the end of the week or when the children have entered the holiday due to the ease of collecting and recruiting children in RT 02 RW 11 Cipadung Village, Bandung. In addition, the busy schedule from Kang Hamzah who is still a college student in the Department of Communication Science. The ecosystems involved in literacy village activities are as follows.



**Figure 2.** The Ecosystems Engaged in Village Literacy Activities

Figure 2 explained that ecosystem involved in literacy village activities, while literacy activities for children and young people the participation in social environment. Thomas Laqueur explain in research Cultural literacy is an analogy to literacy proper (the ability to read and write letters). A literate reader knows the object-language's alphabet, grammar, and a sufficient set of vocabulary; a culturally literate person knows a given culture's signs and symbols, including its language, particular dialectic, stories, entertainment, idioms, idiosyncrasies, and so on. The culturally literate person is able to talk to and understand others of that culture with fluency, while the culturally illiterate person fails to understand culturally-conditioned allusions, references to past events, idiomatic expressions, jokes, names, places, etc [7].

#### 4. Conclusion

Based on the analysis and discussion above, it can be concluded that literacy village activities can help people obtain life skills and not depend on anyone. The purpose of the establishment of the literacy village activities in RT 02 RW 11 Cipadung Village, Bandung was intended to empower the community to have skills. The concept of Literacy Village that wants to be developed by RT 02 RW 11

Cipadung Village is to provide the best possible facilities to foster awareness and desire to read from Cipadung society, both young and adult.

The obstacles in the implementation of literacy village activities in RT 02 RW 11 of Cipadung Village, Bandung were more to the facilities and lack of attention from the local government. When it struck the literacy village at the

with the existence of a library that is stored, it still relies on the RW hall to store reading books. This is what has become a major obstacle to the implementation of literacy village activities in RT 02 RW 11 Cipadung Village, Bandung.

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