

The Model of Thematic Teaching Materials Based on Local Potential of Independent Business Literacy

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ABSTRACT

The purpose of the study is to find a thematic teaching material model based on local potential in improving the learning outcomes of independent business literacy learning from learning citizens at the Community Learning Activity Center (PKBM). This development research refers to the ADDIE model, which includes some steps development from Analysis, Design, Development, Implementation and Evaluations. The research findings indicate that the thematic teaching material model based on local potential has been proven to be effective in improving the learning outcomes of independent business literacy of learning citizen. This can be seen from the difference in the increase of learning outcomes achieved by independent business literacy of learning citizens both before using teaching materials and after using them. The overall improvement includes several aspects of the ability to read, write, count, discuss, and have functional skills as initial capital to open business opportunities that can change the behavior of living independently and productively.

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INTRODUCTION

One of the educational institutions that seek to improve the learning outcomes of functional literacy of citizen learners is the Community Learning Activity Center (PKBM). The Community Learning Activity Center (PKBM) is a place of learning and information center for non-formal education activities that are oriented towards community education services. PKBM has the task of implementing a program of learning activities in non-formal school in order to produce quality human resources. The functional literacy education program is a form of non-formal education services to teach illiterate individuals to have the ability to write, read, count and analyze, which is oriented towards daily life by

utilizing the potential in the surrounding environment so that learning citizens and society can improve the quality and standard of life (Jalal, 2005: 17).

Furthermore, functional literacy education not only brings students towards being able to read, write, and count Latin, but also provides life skills education in accordance with the learning needs of students (Moezdakir, 2010: 33). Even in its implementation, life skills education is made more prominent than just reading, writing and counting. Therefore, the process of to master reading, writing, and counting actually takes place in an integrated manner with life skills education. In other words, reading, writing, and counting lessons are learned automatically by students when, at the

same time, they learn Life Skills. The students of the literacy program admitted that they were very enthusiastic about participating in this program (Isa, Abd. Hamid, 2019: 22). In this context, literacy program is defined as a form of non-formal education services for people who do not know how to read, write and count but want to learn these skills and use it to maximize its function for their lives. It is expected that they not only will be able to have reading, writing and counting abilities, additionally, they will also have business skills or sources to make living, that can make them survive in the world of their life (Kusnadi et al., 2003: 53).

In the implementation of education, PKBM Kuntum Mekar (one of the PKBMs in the rural area of Gorontalo) has implemented an independent business functional literacy education program with relative learning outcomes. Based on preliminary observations made by researchers at PKBM, it shows that there is only a small part of the increase in the achievement of functional literacy learning citizens, especially Independent Business Literacy (KUM) in assessing basic literacy learning outcomes who have understood literacy (able to read, write and count), at least, learning citizens of functional literacy has been able to understand and recognize letters and group them into words and sentences as well as

understanding in recognizing numbers and counting them.

Many factors influence the low learning outcomes of learners in independent PKBM literacy, including the learning difficulties faced by independent business literacy individuals in general. This is due to the initial readiness of individuals to receive learning material which is not optimal. The initial readiness of citizens to learn is closely related to the initial knowledge that each citizen has. In addition, the lack of ability of tutors in designing practical and effective learning materials used to accelerate literacy is another factor.

Teaching materials are a set of materials or learning materials arranged systematically, showing a complete figure of the competencies that will be mastered by students in learning activities. Basically, it contains knowledge and information in the form of concepts related to certain subjects directed to achieve learning goals and serves as a guide for teachers who will direct all their activities in the learning process, guidelines for learning citizens who will follow all their activities in the learning process, as well as a tool to evaluate the achievement of learning outcomes. Thus, teachers or tutors will also be able to reduce their activities in just explaining theories, additionally, teachers will have plenty of time to guide

learning citizens in learning or teach individuals to learn (Belawati, 2003: 9).

To improve the quality of learning outcomes that are will be more meaningful for the lives of learning citizens, literacy education programs need to bring continuous innovation in order to improve the expected quality. One of the important components that need to be developed in literacy education programs is the quality of learning materials. Literacy education learning materials need to be designed in such a way as to be relevant and functional in teaching individuals to learn, therefore, it is not only to improving their reading, writing, numeracy and communication skills, but also able to provide solutions in overcoming the problems they face in everyday life.

Performance evaluation is a process that is used by an organisation to evaluate job performance. Strategically, performance evaluation requires a mechanism to ensure that the organization is able to satisfactorily implement its strategies. The standard to evaluate performance, which was stated by Daniel Stufflebeam (2007), and adopted by the Joint Committee (1988), is namely: (a) utility, (b) accuracy, (c) feasibility, and (d) propriety, in order to give positive impact to the development of the program. (Rhini Fatma Sari, Muchlis R. Luddinb, Abdul Rahmat. 2020).

Teaching materials of literacy education that have been available so far have not fully met the predetermined requirements, therefore, learning materials need to be developed through various efforts, starting from increasing the tutor's understanding of what various types of teaching materials in literacy learning are, how to design and develop teaching materials, and what things need to be prepared so that the learning materials function effectively and efficiently in helping individuals learn to improve reading, writing, numeracy and communicating in order to help solving problems faced in their lives. (Hufad, A.; Rahmat, J., Purnomo, P. 2017)

Thematic learning materials are a means and media that contain material coverage of a material discussion related to problems and local needs, which are used as themes or titles and will be presented in the learning process in the study group. Hence, it takes the tutor's effort in searching, finding, selecting and determining learning themes, which are conducted in the learning process. Through the thematic learning material model, it is expected to provide a strategic role for the tutor of study group in selecting and using learning materials and also facilitating the smooth functioning of functional literacy in the learning process.

Therefore, the thematic teaching material model based on local potential is an important effort because it can provide understanding for tutors and learning citizens about functional literacy in order to improve their learning outcomes. Furthermore, the urgency of improving the quality of education for learning citizens as the target of non-formal education efforts is expected to provide opportunities in conducting the learning process and contribute to helping functional literacy in learning citizens in solving any problems, they face in learning activities. (Hufad, A., Purnomo, Nani Sutarni, Abdul Rahmat . 2019)

METHOD

The method used in this research is Research and Development (R&D). The Research and Development method is a process used to develop and validate products in the field of educators which includes reviewing the results from previous research related to the validity of

the components of the product which is being developed, then developing it into a product, testing the product designed, and conducting a review of these products based on the results of trials (Borg and Gall, 1983: 772). To be able to produce this product, a research product is used starting from a needs analysis and testing the effectiveness of the product so that it can function for the wider community.

In research activities, thematic teaching material models based on local potential in improving learning outcomes of independent business literacy of learning citizens at the Community Learning Activity Center (PKBM) use the ADDIE development model approach developed by Dick and Carey (1996). The ADDIE development model referred to in this research is a cycle consists of Analysis, Design, Development, Implementation and Evaluations, which is shortened to ADDIE. The model is as illustrated below:



Picture 1: ADDIE Model Development Flow

The ADDIE development model is essential and appropriate to be used in describing a systematic approach to the development of thematic learning for independent business literacy. Besides providing convenience to users, the ADDIE model also focuses more on learning objectives in understanding learning material based on the basic stages of learning design that are simple and easy to learn.

RESULT AND DISCUSSION

One form of community need that currently is the main demand and will be more wanted in the future is to get access to higher quality education. The problem in education today that often occurs among the community is the problem of illiteracy, especially the literacy rate. Hence, in the end it will greatly affect the Human Development Index (HDI). The importance of the illiteracy problem is one of the important reasons, especially for education practitioners, in building a world of education based on community needs. The current strategic effort is through quality education services oriented to the community's ability to determine the future of the community itself. One model of education that is relevant to the needs of the community refers to independent business literacy education. The goal is to increase reading, writing and

numeracy knowledge as well as functional skills to improve the lives of students and to explore the potential and sources of life in the environment around students, to solve literacy problems.

Independent business literacy learning groups are a form of non-formal education services to teach illiterate people to have the ability to write, read, count, analyze, and have functional skills that are oriented towards everyday life by utilizing the potential in the environment and the surroundings. In accordance with this concept, the development of a model conducted through this research can accommodate the implementation of education, especially for independent business literacy, which is supported by learning tools in the form of teaching materials that are specifically used for the community as learning citizens of independent business literacy.

Independent business literacy education learning materials that have been available so far still do not meet these requirements, therefore these learning materials need to be developed through sharing efforts, starting from increasing the tutor's understanding of what are various types of teaching materials for independent business literacy education, how to design and develop teaching materials, and what things need to be prepared so that the learning materials function effectively and

efficiently in helping learning citizens to improve reading, writing, numeracy skills, and communicating in order to help solve problems faced in their lives and have functional skills in making themselves an independent society.

According to Minister of Education (Ditjen Dikmas, Depdiknas, 2006) that good learning materials in literacy education need to meet the following requirements: First, arousing learning motivation for learning citizens, secondly, relevant to the environment and the lives of learning citizens, and third, functional and directly useful in daily life. Based on these criteria, this research uses thematic teaching materials based on local potential.

As in independent business literacy learning, local potential is used to take advantage of the surrounding advantages that can be utilized by the community in learning activities. This is in accordance with several main principles of learning activities in independent business literacy program by taking into account, among others: (a) local context, meaning that learning activities are conducted based on interests, experience needs and local culture as well as the potential that exists around students; (b) local design, meaning that tutors and students need to stimulate learning activities in study groups in response to the above matters; (c) participatory, meaning that tutors need to

involve students actively participating from the planning, implementation and doing assessment stages of learning outcomes; and (d) utilizing learning outcomes, from the learning outcomes, students are expected to be able to solve literacy problems and improve the quality and standard of living.

The local potential-based thematic teaching material model developed in this study is aimed at improving learning outcomes. Improving learning outcomes is a form of evaluation of individual abilities measured through cognitive, social, and functional skills to make people live independently. In its implementation, the increase in learning outcomes achieved especially through the independent business literacy program includes the ability of learning citizens to read, write, count, discuss, communicate, and have functional skills to sharpen their knowledge into individuals who have a mental attitude and care about education.

Acquisitions or learning outcomes achieved by learning citizens of independent business literacy also include a spirit of independence in doing business which is supported by knowledge so that people get the opportunity to open these businesses and open opportunities for others to learn and try through functional skills. With the holding of a thematic teaching material model based on local

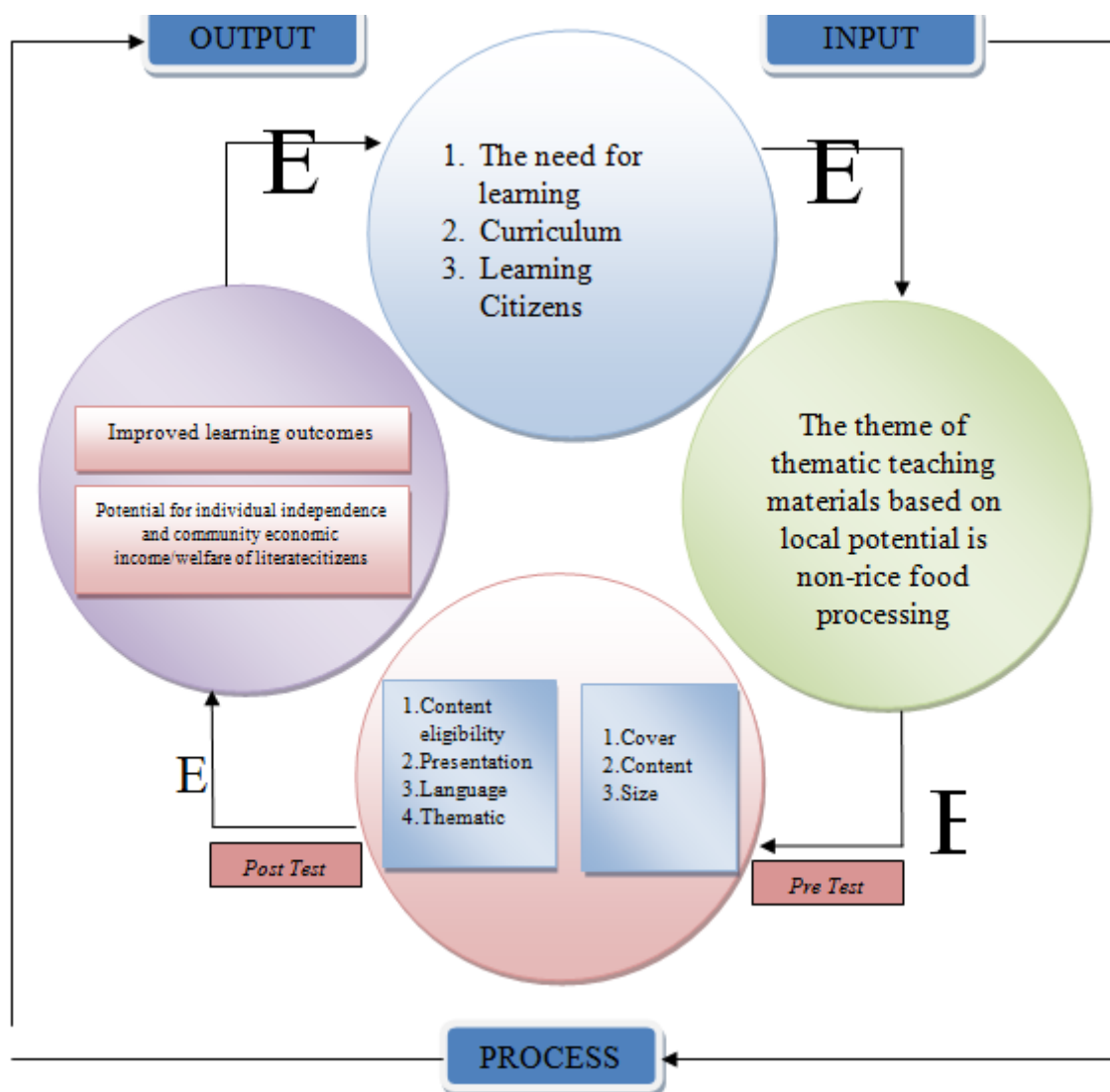
potential as an effort to make it easier for the community to learn and determine learning themes according to their needs and abilities based on potential or advantages in the surrounding environment. This effort is conducted through interaction relations objectively as a tangible manifestation of applying patterns education and teaching based on community empowerment.

Thematic teaching material models based on local potential are conducted to be a guide for tutors to easily implement a comprehensive learning process and be able to determine learning themes according to community needs related to local potential so that they can provide changes to improving learning outcomes through aspects of reading, writing, count, discuss, and have functional skills so that they can live independently and make others prosperous. Through the development of a thematic teaching material model based on local potential, it is hoped that learning citizens will have the enthusiasm and motivation to be consistent in taking the world of education in order to educate the nation's life

through the eradication of open literacy and poverty.

Thematic teaching material models based on local potential for independent business literacy citizens are conducted based on significant model stages through the process of identifying community needs, design, development, implementation and evaluation. This thematic teaching material model has other parts that are perfect for several other models commonly used in the development of teaching materials which usually only reach the development stage without knowing the implementation of the model applied in learning activities.

In the application of the thematic teaching material model, it is also integrated with the evaluation process as part of the follow-up development of a model. Proportionally this thematic teaching material model also makes it easier for users to determine learning themes and other theme networks that support the learning process in an independent business literacy program, especially in improving learning outcomes through cognitive, social and functional skills which are described as follows:



Picture 2: The Final Model of Thematic Teaching Materials Based on Local Potentials

The research findings as listed in Figure 2 above, show that the thematic teaching material model based on local potential provides alternative solutions to users, especially for independent business literacy tutors in designing learning materials according to community needs and becoming a special attraction for other users such as learning citizens to increase motivation in learning and have social skills by utilizing the potential of the

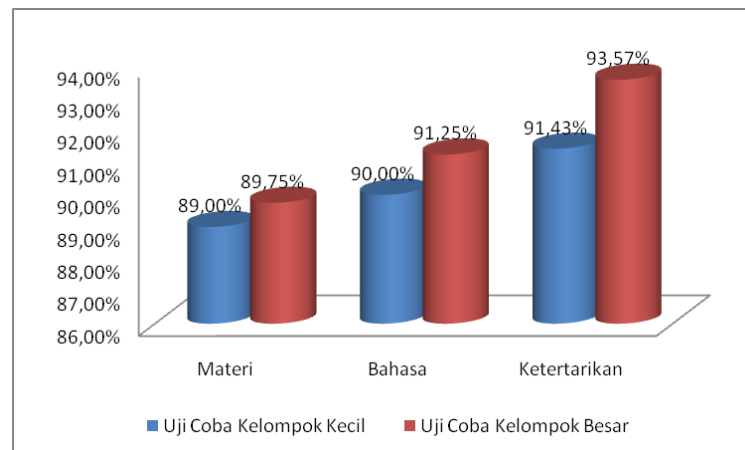
surrounding environment that is easily absorbed and understood in learning activities. The thematic teaching material model based on local potential is able to have a positive impact on the improvement of independent business literacy learning outcomes obtained through evaluation activities in the form of formative and summative evaluation as part of the overall objective of implementing literacy

programs in making people to be literate and have functional skills.

In the application of learning activities, thematic teaching material models based on local potential for improving learning outcomes of learning citizens in independent business literacy also make it easier for individuals to learn and understand the content or learning material. This is reinforced through data that is analyzed quantitatively about the responses of learning citizens to thematic teaching materials. Research indicators refer to the aspects: material, language, and interests. Based on the results of quantitative data analysis, it shows that the material aspect has an average of 3.59 with

the criteria Strongly Agree (SS) and the percentage of idealism reaches 89.75%. The response of learning citizens of independent business literacy from the language aspect has an average of 3.65 with the criterion Strongly Agree (SS) and the result of ideal percentage reaches 91.25%. Furthermore, the response of learning citizens of independent business literacy from the aspect of interest has an average of 3.74 with the criteria Strongly Agree (SS) and the percentage of idealism reaches 93.57%.

The results of these trials can be illustrated through the following diagram:



Picture 3: Trial Results of Thematic Teaching Materials Products Based on Local Potentials

CONCLUSION

This conceptual model of developing thematic teaching materials based on local potential provides alternative solutions to users, especially for independent business literacy tutors in designing learning materials according to community needs

and becomes a special attraction for other users such as learning citizens to increase motivation in learning and have social skills with taking advantage of the potential of the surrounding environment that is easily absorbed and understood in learning activities, and has a positive

impact on improving independent business literacy learning outcomes obtained through comprehensive evaluation activities in making people be literate and have functional skills.

The thematic teaching material model based on local potential in improving the learning outcomes of learning citizens in independent business literacy from its practical implementation aspects can be accepted by learning citizens for their learning activities. Thus, its application can add and develop specific knowledge about the teaching material model used in the scope of non-formal education through adult learning such as independent business literacy, and can effectively be an effort to overcome weaknesses related to the tutor's ability to use teaching materials that are previously conventional. In short, the research findings related to the thematic teaching material model based on local potential are expected to become one of the references as well as provide scientific information for efforts to improve the quality of learning processes and learning outcomes of independent business literacy education as part of functional literacy.

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