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Adult Education through Multiple Method For Poor Rural Illiterate Women in Indonesia

Kamin Sumardi[1]
Indonesia University of Education

Abstract

This Study is aimed at producing basic literacy learning model which effective and accountable. Fact has also shown that the implementation of literacy teaching is to combines comprising REFLECT **(**Regenerated Frerian Literacy through Empowering Community Techniques*)*, LEA (Language Experience Approach*)* and PRA (Participatory Rural Appraisal*)*. This study employs research and development as the methods. The data are collected through observation, interview, and test. The subjects are illiterate women in West Java, Indonesia. The results: 1) the learners have had awareness in learning, understood the meaning and the benefit of the learning regarding reading, writing and numerical problems; 2) the learners need to learn that can involve them in their daily activity; 3) supports are acquired from society, religion, youth and woman figures; 4) learning of literacy with multiple methods can synergize learners, the potential and daily activity of learners, the exploration of natural potential and its use in the life. The conclusion was effective in learning reading, writing, numerical problems and can be applied in the life of the learners.

Keys words: Multiply Method, Basic Literacy, Learning Method.

[1] Faculty of Vocational Education, Indonesia University of Education, Jl. Dr. Setiabudhi No.207 Bandung 40154, West Java, Indonesia Phone 622-2013163 Ext.34005, Fax 622-2011576
Email: kaminsumardi@yahoo.co.id

Introduction

As the development of societies' needs towards education, the out schooling education with any means of its, is still needed much. The program of pulling illiteracy out is still considered as a strategic program because it still has actual reasons. On the other hand, literacy is a basic right of human. It is predicted that the sum of illiteracy people will be 9,264,623 by 2009 (Jalal & Sardjunani, 2006). By 2015, it is hoped to be 2% of the total population of Indonesia. Factors of illiteracy are caused by the great number of poor society existing, lack of education access especially in villages, low consciousness of education especially women, and economic needs of family with the result that children are assisted to earn the life. The competition of life and great number of family members have arisen broken schooling children and/or unable children to pay for school fees. Eventually, they give up with such condition (fatalism) resulting silent culture in illiteracy (Freire, 1972). To help them get the education, the appropriate way of education is absolutely needed i.e. by non formal and informal education. Such ways should fulfill the needs and match with the characteristics of learners.

Literacy education is an approach to develop learners capability in mastering reading, writing, computing, thinking, observing, listening, and speaking which are life oriented (Sudjana, 2001). The purpose of literacy education is to strive for skill, understanding, and adaptation to overcome life and job conditions. Literacy education does not only teach reading, writing, and computing but also the utilization of learning results for life. Literacy education will have no meaning if it stands alone. It will have a large effect and be the locomotive in social, economic, and cultural betterment. It can be an important instrument in social, economic, and cultural betterment of society.

Philosophically, literacy is an ideology because it consists of a group of idea, belief, and attitude (Kusnadi, 2005:16). If they all are combined, they will form a new view of society towards literacy. Such ideology will influence everybody in a community who can participate totally in literacy movement. Therefore, the ideology which is used in literacy program is learning society ideology.

The government has done a functional literacy program to pull illiteracy out that the literacy education is conducted by giving lessons of reading, writing, and computing alone. Besides, it only uses a single method that tutor be the center of learning (teacher centered). Literacy education still uses books and other references as the learning sources. After the literacy learning ends, many learners become illiteracy again. The acquired learning result cannot be used in daily life of the learners. In other words, the learning process has not grown the consciousness of autonomy in society (Kindervater, 1989).

According to the above explanation, so it is needed that an alternative learning of literacy which is effective, efficient, and accountable be done. Literacy learning that can decrease illiteracy society and prevent literacy society goes back to illiteracy society for second time. Literacy education must be designed to help student in acquiring reading, writing, and computing skills which are appropriate with their needs. Therefore, learning process should synergize all resources around the student. To gain the above purposes, it needs an alternative of basic literacy learning. The basic literacy education that is going to be developed is to unite and combines REFLECT (Regenerated Frerian Literacy through Empowering Community Techniques), LEA (Language Experience Approach) and PRA (Participatory Rural Appraisal) methods.

Review of Literature

Functional Literacy can be defined as the ability to read and write. Arief and Napitupulu (1997), literacy is defined as basic knowledge and skill needed by human in the rapidly-changed world. It is a fundamental human right. Kusnadi (2003:53), functional literacy is one form of out schooling services to societies or those who have not got reading, writing, and computing skills yet, but they have a high willingness to learn and use them in their life after the learning finishes. They do not only have capability in reading, writing, and computing, or achievement in earning the life, but also hold out in life.

Literacy is a catalyst to take part in social, cultural, political, economical, and empowerment event of society. Besides, it can be arena of learning during the life. Functional literacy emphasize to a skill for being able to overcome a new condition rising from society environment so that student have functional skill to function for themselves and their environment. The purpose of functional literacy is how to strive for skill, understanding, and self-adaptation to hold out in life and job condition. Moreover, literacy has a serious effort to build society by changes in individual level and the whole society by the existence of equity, opportunity, and global understanding.

There are three major categories of literacy definition (Coombs and Manzoor, 1994).The categories are:

1. Literacy is a number of achievement and skill/basic competence.

2. Literacy is a base to improve the quality of life to be better.
3. Literacy is a reflection of political and structural reality.

Literacy concept still develops continually and it should have a better approach than the previous program. Literacy approaches are covering: (1) emphasizing writing and passive reading of the existed text, (2) Emphasizing learning society's involvement actively and creatively. (3) Building knowledge, experience, and taking notes of oral tradition of the learning society and another literacy, (4) Centering to the learning materials resulted by the must-study societies themselves, (5) Assuring a responsive and relevant learning process with social context, (6) Placing the learning location around the student' environment, not in class.

The Freire's concept related to literacy i.e. Conscientization has a definition. It is a process of making adults conscious toward learning to develop the potential of thinking and acting freely in and to their life (Freire, 2000). Conscientizationis a comprehension process of situation in progress and in relation with economical, social, and politicalrelation which cannot be forced to come from the outside. The implementation of education that runs in a vertical way toward traditional relationship between facilitator and learning society should be replaced by horizontal dialogue. Principles of Conscientization are as follow: (1) No one can teach anyone else; (2) No one can do aself-learning; and (3) People should learn together, act in and for their world.

Literacy is not only that people know how to read, write, and compute, but also more than those above. Literacy should be able to rise a process that bases and covers values of social and political actions. Through literacy education process, Freire designs a situation in which learning experience can take place. It enables the student to reflect their experiences in their own socio-cultural environment. Combination of both action and reflection is called Praxis. It defines as a difference between human and other creatures in processing and reflecting experiences.

Freire considers that literacy can be transformed not only as a simple technical achievement to a process component covering development values of mentality that can direct to social and political consequences. Freire states that books, words, and visual codifications will not be able to wake people up of silence culture and their beliefs. Silence culture considers that to hold out of life is to run the life itself. Illiteracy is one of the concrete expressions. It is not only from the social reality, but also political reality. It also roles as a seeking and acting process that must be developed based on consciousness of their own rights. According to the explanation above, the integrity process of social reality in literacy education is one of efforts to release from such problems.

Literacy education is based on long life education and long life learning. The aims of long life education are not only changes, but also the gain of people's satisfaction who contribute it. The function of long life education is a power of motivation to the learning participants so that they can do the learning activities according to the encouragement. It is led by themselves by thinking and acting in and to their life (Hatten, 1996). The implementation of long life educational principle in literacy education should be done pragmatically. Literacy education is designed and conducted to support the efforts of life quality improvement of student. Logical consequence that is resulted by long life education principle is that literacy education locates the student as a central point in every educational program. Students are considered as ones who must and can develop their skills to contribute self-actualization.

The targets of literacy learning are adult people. Therefore, literacy learning applies andragogy concept as the basic concept in the learning process. Andragogy (Knowles, 1997) can be formulated as a science and art in assisting adult people to learn. Andragogy has several assumptions in adult people learning process. They are: (1) Adults have vision towards life values, interests, needs, concepts, wills, and encouragements to do a certain deed; (2) Adults have got life experiences, so it is difficult to change; (3) Adults have got strong self-concepts and necessities to rule themselves; (4) Adults' experiences can be used as learning sources; (5) Adults intelligence are same as children's one; (6) To make adults realize that lessons and learning are important for their lives; (7) To use all senses as learning instruments for adults.

Methodology

The societies that are going to be the priority subject of the literacy education are illiteracy women especially for those who live in villages whose number of theirs is still greater than men's one. Most of their occupations are farming labors. Only a few of them has farming land themselves. Beside as farming labors, some of them work as the farming crop sellers such as rice, vegetables, and other crop sellers. The ages of illiteracy women range in productive ages between 19 and 44 years old. Generally, they have no social identity such as birth certificate, citizenship card, or family certificate. That is because they cannot read, write, and compute so they feel that they do not need them all.

This study employs research and development as the methods and applies qualitative approach. The data are collected through some instruments including observation, interview, documentations, and test. The samples are then analyzed using one group post-test only design. The subjects of the study are illiterate people in the Village of Kertasari, Pebayuran District, Bekasi Regency. The subjects are divided into two groups, in which each group consist 30 women.

This focus of women in literacy education is because men generally have no enough time for learning. Generally, men spend much time almost along the day used to work and earn the life. Women have spare time to learn. They also have greater motivation compared to men. The focus of women is also based on that they can spread knowledge and achievement they have got to other members of family like husband and children. The education is delivered to women who are still unable to read, write, and compute or those who still do reading, writing, and computing unwell. In detail, the focus of literacy education to women includes two things i.e. in the scope of basic literacy education consisting of raw input, environmental and instrumental input, process, output and outcome.

FINDINGS

Generally, basic literacy learning process that is based on combination of methods can be classified to the effective category. The effective category is that it is appropriate with the lesson plan agreed by the student. The process of literacy learning with the combination methods can be generally drawn as follows.

a. Process and Result of Reading Learning

As the basic step of learning, they are introduced to letters and numbers. In this process, the students are given letter and number cards to practice, know, and understand. Besides, they are given task book to practice writing. To look for a letter in a certain word, they use their own words which are used daily by them. To practice reading and writing, they are given modules and structured tasks to be done at home.

Each meeting, they are always given time to discuss in a small group to study the materials given. In each meeting, they always use new words or sentences of their own language. Such words or sentences relate to their works or habits in their daily lives. The learning result achieved by he student is appropriate with the competence required and time allocated, 34 learning hours. Reading skill has improved. At first, they cannot read well. In the end of the session, they can read well with the correct intonation.

b. Process and Result of Writing Learning

Learning to write starts from writing alphabets and numbers on the on hand book. To write, they practice hard enough because they have been so long not to learn writing. At the beginning, they do not have self-confidence because they have a bad hand-written. But then they can handle such feeling because of their willingness and tutor guidance. In this learning, participants are also given practices to be done at home which is as much as 2 learning hours (90 minutes). Those tasks role as a practice to be accustom them to use writing stationery and improve hand-written quality. In each session, a quiz is given as an effort to improve writing skill using their words.

In this writing skill, a satisfying result is achieved. It is appropriate with the competence and time allocated, 46 learning hours. Even though the hand-written of the student has not been perfect yet, but it has got the requirement of a good writing principles. They can write and distinguish either capital or small letters. They are also able to write by a dictation.

c. Process and Result of Computing Learning

To practice computing, multiplication, subtraction, and division cards are used. In this process, the students are given some tasks to compute money given by their husbands. Actually, they have a good basic skill in computing. But however, their computing skill is only based on simple logics and not using operational symbols commonly used.

To give computing achievement by using symbols (+ - : x), they find difficulty because they are not accustomed to using them. They are directed to use computing symbols based on their experiences and daily lives. Such way can make the student easier to understand because what they need to do is just to use the symbols they never know before. In this process, appropriate games are also given. The games delivered are related to themes or taken from their lives. The average score resulted in this computing skill learning achieved by learners are excellent. Computing skill achieved by using symbol of plus (+), minus (-), multiplication (x), and division (:) signs. This learning result is practiced

by the student when they count weight (gram, ounce, and kilogram) and length scales (centimeter and meter) related to works and lives.

d. Learning Result Evaluation

Evaluation is conducted in the end of each chapter. Tasks to be done at home are also delivered after the session ends. At the beginning of the session, quiz is also given to measure learners' ability development in gaining the learning result. The evaluations taken are in the forms of oral, written, and practical tests. Written test is delivered by giving questions or statement about the materials, especially in the writing learning. Oral test is delivered in reading lesson by giving reading materials from various sources such as newspapers, magazines, text books, and so on.

After all the materials are delivered along 114 learning hours allocated, competence test is conducted. There are two skills should be required in the literacy learning i.e. Graduate Competence Standard (Dikpenmas, 2006) and Literacy Competence Standard. Graduate Competence Standard is a skill qualification of the graduates covering attitudes, knowledge, and achievement. Literacy competence test is a set of standard competence of literacy has to be shown up by the student by the learning result in the sub literacy competences (reading, writing, computing, and communicating in Indonesian) in every grade. The achieved scores of competence test after following the learning of literacy are as follow to table 1.

Table 1 Competence Test Results

No.	Assessment Component	Score
1	Average score of reading lesson	232
2	Average score of writing lesson	159
3	Average score of computing lesson	132
4	Average score of the three lessons	524
5	Average score of the initial competence	49
6	Average score of final competence	524
7	Average score of skill improvement	475

e. Recommended Education Model

The functional literacy learning model by using combination of the three methods is recommended to use in the basic functional literacy learning. The learning model can be used to the student whose backgrounds are not too various. Conceptually, the implementation of the model has run well, but for the real implementation toward societies of learning, it can be adjusted with the real condition of the learners themselves. The adjustment and adaptation should tend to, for instance, media modification, medium language, the use of environmental potency, socio-culture and religion, the involved socialites, and so on. The use of this model will also be influenced by the characteristics of student and their environment. The advance learning model has to be developed from the basic learning model so that there will be a match and continual concept. After revising and evaluating, the literacy learning model is arranged to be the final model. The basic learning model of literacy according to the combination of REFLECT, LEA and PRA methods can be arranged briefly as follows.

1. *Learning Goals*
   a. To conduct literacy learning according to the learning needs of student by involving the societies themselves actively.
   b. To make the societies learn by using their environmental potencies.
   c. To assist the student in discovering, analyzing, and solving problems in order to achieve reading, writing, and computing skills.
   d. To assist indecreasing the number of illiterates among the village people by a functional literacy program.
   e. To carry out literacy learning by controlling and assuring the learning quality.
2. *Learning Targets*

   The targets of this learning are the societies who are unable to read, write, and compute by the ages between 15 to 44 years old.
3. *Learning Strategy*

   Basic functional literacy learning is carried out according to the combination of REFLECT, LEA and PRA methods involving student in every process of learning until the evaluation towards

learning results. The utilization of the surrounding learning sources will be chosen in running the learning strategy as the learning materials.

4. Basic Literacy Curriculum

The curriculum is arranged according to the competence standards that have been nationally designed by the general directorate of out schooling education i.e. Literacy Competence Standard. The basic literacy competence has 114 learning hours consisting in detail of: 34 hours of reading, 46 ours of writing, 23 hours of computing, and 11 hours of communicating. Then such competence standard will be outlined in the form of single learning unit that is based on the learning agreement.

5. Facilitator (Tutor)

Facilitator or tutor should be recruited from the learners' surrounding societies. Tutors should be given training so that they understand the functional literacy learning program with the result that they have capability. The purpose of tutor training is that tutor's knowledge, understanding, and achievement are appropriate with the concepts of the literacy learning program carried out. In the training process, tutor altogether with the student will arrange the lesson plan.

6. Learning Method

The learning method in literacy program uses the group learning method. For the learning technique used covering small group, games, sharing, demonstration, group discussion, group work, practice, and simulation. Learning method explanation should be described in the learning unit in which the appropriate learning scenario will be made according to the three methods and development concepts of the learning model that has been arranged.

7. Materials and Learning Sources

The learning materials can be from the student themselves, their environment, or the program organizer while the learning sources can vary based on the concepts of the three methods implemented. The learning materials and sources used are book, table, picture, diagram, map, word card, newspaper, number card, magazine, poster, computing simulation instrument, and other sources.

8. Learning Evaluation

The evaluation is done by using portfolio technique during the program runs. It is done step by step covering oral, written test, and practice. In the end of the program, will be a competence test to measure the student's capability during the program that has been accomplished. To measure it, the achievement indicators are considered as the achievement standards. They are described as follow.

a. Knowledge and achievement of reading, writing, and computing of the student improve in the time allocated.
b. The student was active in every learning process.
c. The students are able to implement the learning results in their daily lives.
d. The student can empower the learning culture for themselves, families, and their environment.

9. Learning Result Implementation

The achieved learning result during the program will be applied in life according to the student the interests or fields to work in, for example, as farmer, merchant, farming labor, or entrepreneur. The utilization of learning result is the main purpose of the learning with the combination of the above three methods. The process of the learning will also relate to the societies' daily activities.

DISCUSSION

The literacy learning is the most important part in functional literacy learning. To get effective basic literacy learning, the method is developed more and more by various techniques. The application of the multiple methods in literacy learning is arranged based on empirical and theoretical foundation. The combination of those methods is designed according the characteristics of the student and the methods themselves.

Learning method is an important factor in delivering learning materials. Through learning method, the learning materials are expected to be delivered clearly and easy to understand by the student. Certainly, it cannot stand alone in a literacy learning program. The other learning components must synergize to each other so that the effective learning is achieved. Those which need adjustment are goal, curriculum, tutor, material, method, technique, media, and evaluation (output and outcomes).

The development of the three combination methods will be conducted by arranging scenario adjusted to the condition of the student based on adult learning methods. The development scenario is based on the characteristics of student and the methods themselves. In carrying out the program, scenario can be changed or adjusted anytime depends on the real condition. The adjustment is on the technical aspect so that the learning process can run well. It is discussed and analyzed in every step of the learning process through SWOT (Strength, Weakness, Opportunity, and Threat) analysis which is described in the following description.

1. Strength

What so-called strength above is every superiority which becomes internal resources to carry out literacy learning program. After observing their life closely, so the strength of the whole people and the student can be identified. Silent culture, as stated by Paulo Freire (1972), in fact, takes place in the societies. Fatalism, on the other words, giving up and fateful toward condition becomes the reason why such culture rises. However, they actually have a kind of potential energy to come out of illiteracy.

A potency that should be appreciated and empowered is, for example, that the socialites support this program. They would like to prepare place and infrastructure of the learning. Moreover, they also encourage the student morally to learn. The volunteers come from the surrounding people to be tutors have been available. They have teaching experiences. The tutors whom the student likes can be a potential support to develop through a tutor training. The other potencies are physical infrastructures like classrooms used in the literacy learning. The village has also got a People's Reading Centre Room although the books available are still limited.

This combination results strength because it is designed according to the characteristics of the student. The implementation sequences become the strengths in accelerating materials understanding and internalization of the student. Time achievement of competences has matched the allocated time so the learning becomes more effective and efficient. The learning development step is supported by the use of learning media which is appropriate with the interesting themes. It makes the learners more interested to study.

2. Weakness

Weakness means every inferiority or limitedness covering resources, achievements, and skills that, in fact, resist the effective work of the literacy learning process. The weakness that always turns to be a main problem is financial problem. Fortunately, that problem has been overcome by the cooperative contribution of the societies.

Support has come from the socialites although it is still in words. Such support still has to be developed in a real and continuous program. Therefore, an outside agent of change is needed (Havelock, 1995) to assist the learning process for the societies. Outside motivators are also necessary to encourage societies' learning spirit and strengthen the consciousness of the importance of learning.

The existing tutors have got no training of literacy learning, they have not been qualified to be good tutors. The number of tutor is also limited. Another weakness is that the number of illiterates is still huge. Moreover, they are not young anymore.

3. Opportunity

Opportunity means every factor of the outside environment which advantages, smoothes, and improves the effectiveness of the literacy learning process. The existing tutors are given a training of functional literacy learning. Their numbers are also added. Other opportunities are the utilization of physical infrastructures to learn by adding the learning frequencies and completing the facilities. The supply of books for the student is also conducted so that they do not turn back to be illiterates again.

The socialites such as religion lords, youths, and Muslim women communities, can be involved in the event of functional literacy learning. They are directed to be change agents or motivators for the illiterates to have a spirit to learn. Sources and learning materials are taken from the surrounding environments with the assistance of tutors. Furthermore, student has chances to get their expected achievement so that it can help to improve their families' prosperity. The achievements will improve their learning motivation and empower them to stand alone in life. In each session, the students always ask for new achievement.

Those opportunities can be realized if all of the society components synergize. Therefore, the reading centre can role as good long life learning infrastructure. In addition, learning themes are always adjusted toward their daily lives such as household affairs, family sanitation, house health, reproduction health, farming ways, and processing the crops. The themes are always either up to date or public problems existing in the society at that time such as avian influenza, dengue fever, measles, polio, tuber colossi, rubbish, fertilizer, rice scarcity, and so on.

4. Threat

Threat is existing factors outside the environment that can be barriers of the learning process. It decreases the effectiveness of the process of literacy learning. In this literacy program, threat comes from the student themselves. The illiterates usually give up to their condition. They are usually passive in their lives. Time for learning is only a little because they are busy in earning for life. Therefore, all of the students in this research are women because they still have spare time for learning. On the other

hand, men almost have no time for learning. They work on the day and are exhausted in the evening so they use that time for rest.

The great remaining threat is that there is no enough agent of change or motivator. Although the student have got self-motivation and consciousness, but they still need guidance and support in learning (Adimihadja and Hikmat, 2004). On the other hand, qualified tutor in literacy learning is still limited. No one can manage the natural potencies to be both learning sources and materials. Natural potencies have not been analyzed and identified yet with the result that they have not given any positive contribution towards either the learning process or economical aspect.

The student' professions always bother the learning process. In the farming season, they work as farming labors to plant rice. At that season, the learning process is often interrupted because of the absence of learners. The interruption does not end. It is continued by the processing rice session. The disturbance will last until the harvest time after 4 to 5 weeks. In this time, most of the student cannot attend the program because they have to reap the crops in the rice field. In conclusion, the learning program is expected to consider the farming season and harvest time schedules. On the other words, the learning schedule should be adjusted to the student' profession schedule.

The weakness found in the single method has been solved although there are still remaining things to perfect more and more. However, those things are not basic and technical things. The resisting threat is about how to deliver or conduct this literacy learning program by using the three methods combination. The limited tutor mastering the concepts of literacy still remains a problem. Tutors also have responsibility to understand the implementation strategy of the three methods combination in the process of literacy learning. Besides, tutors should have capability to explain to a learning scenario of literacy in the classroom. Of course, the scenario arranged should be designed according to the lesson plan that has been arranged together with the student.

CONCLUSION

According to the description above, it can be concluded that the basic literacy learning program based on the combination of REFLECT, LEA and PRA methods is effective to encourage the illiterates to learn. The student has got basic literacy skills i.e. reading, writing, and computing. The exposure of these basic skills is appropriate with the graduate competence standards and time allocated. The achieved learning result can be applied in the student's daily lives. The research results can be formulated as follow.

1. The student has got consciousness towards learning. They have understood the importance and utility of learning to read, write, and compute. For the learning needs of the student, the learning which involves themselves in relation with their daily lives is used. The media used is attractive, interesting, and practical media. Tasks and practices are always delivered. Moreover, the learning materials can be utilized in learners' daily lives.
2. The basic literacy learning model according to the combination of REFLECT, LEA and PRA methods is effective in assisting the student to achieve reading, writing, and computing skills. It has also synergized the learning components i.e. the student, curriculum, learners' skills, learners' daily activities, active participation, materials, natural potencies, learning result and the effects toward life. The learning process gets supports from the socialites of religion, youths, women, and the People's Learning Activity Centre.
3. The learning model according to the combination of REFLECT, LEA and PRA methods is effective in improving the skills of reading, writing, and computing within time allocated as much as 114 lesson hours. The result shows that all the participants passed the criteria of national graduate competence standards. The learning result of basic literacy according to according to the combination methods has assisted the student to achieve knowledge and achievements for their lives.

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Author:
Dr. H. KaminSumardi
Home Address:
Jl. Daarul Fikri No. 3 Cibaligo Permai Cihanjuang Parongpong
Bandung Barat 40559
Phone (622) 6630264, Mobile 08157169774
email: kaminsumardi@yahoo.co.id
Office Address:
Faculty of Vocational Education, Indonesia University of Education
Jl. Dr. Setiabudhi No. 207 Bandung 40154, West Java, Indonesia
Phone (622) 2013163 Ext.34005
Fax (622) 2011576