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A Model of Women Literacy Preservation through *Koran Ibu* Program

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Abstract

The effect of literacy education is often disappointing, because many participants do not practice their literacy so that it becomes dull. Government has done many efforts to preserve literariness; one of them is done through *Koran Ibu* (mother newspaper) program. This program is an effort to improve women literacy which is implemented at basic and advanced literacy education through the activity of journalism. The research focus is the improvement of literacy ability of women during the activity of *Koran Ibu* journalism. The research employs qualitative approach with case study method and interviews, observation, and documentation analysis as data collection procedure. The research's subjects are 20 housewives who have completed the basic and advanced literacy education program. The result of the research shows that participants significantly develops the literacy skills, it is indicated from that they are able to participate in *Koran Ibu*'s rubrics with their literary works based on reportage and personal experience. The program is succesful due to the coordination among local participants (headman 'Lurah', head of sub-district "Camat", local to sub-district level of family welfare guidance (PKK) committee members), the cooperation with proper stakeholders (university and local tutor), the appropriate approach of adult learning that accommodate characteristics of the adults, the flexible yet planned implementation strategy, and the routine evaluation and assessment.

Keywords: *pos-training activity, literacy preservation model, mentoring*

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Introduction

The number of new emergence illiterate causes the amount of illiterate, as if, hard to be diminished. The Data in Indonesia show that in latest 2014s the amount of illiterate decreased to 6,007,486s, or remained 3.76% out of the total amount of population. Yet, the fact shows not all new literates who completed the basic and advanced functional literacy program were able to apply the ability to read and to count as expected, especially if their literacy are not used functionally and continuously, thus, the recent literates would again become illiterates – putting the right terms ‘low literate.’ According to Wagner (1993: 11) low literate is: “A person may be classified as a low literate who cannot read a text with understanding and write a short text in a significant national language, but who can recognize words on signs and documents in everyday contexts, and can perform such specific tasks as signing his or her name or recognizing the meaning of public signs”.

The condition prompts the national education departments to provide wider services to maintain sustainability result of literacy education, one of them manifest through “literacy cultural improvement through *koran ibu*. It is viewed as a post-program activities literacy education that aims: 1) to provide greater opportunities for women in accessing various literacy materials to strengthen their literacy. 2) To be a communication media for female literates to express and to actualize their literacy ability through written text. 3) To be a means to improve reading culture for female literates. 4) To be an effective means to improve the quality of life skills, in order to improve their dignity (Direktorat Pembinaan Pendidikan Masyarakat, 2012).

The purpose is important to achieve due to the data released by National Social Department that states 12.28% women in Indonesia are still illiterate (Harian Terbit: 2015). If we look at the illiterate dispersion graph, the discrepancy between rural and urban area are significant. In urban area, the percentage of illiterate is 4.9% and in rural area, the percentage is 12.2% (Wibowo, Agus & Benny Setiawan: 2010). The illiterate rural populations are mostly consisted of peasants, labors, and fishers. However, the illiterate urban populations are mostly consisted of low income labors and unemployment.

Although the number of urban illiterate only one-third from those in rural area, the challenges they face are more complex than the rural one. The observation from 2009 to 2012 conducted during women empowerment program in urban area show that they live in literate surroundings. Their neighborhoods mostly hold an elementary education; the governments information is mostly spread in writing, the public signs and information are also displayed in writing. This fact push them to feel insecure so that they feel anxious to involve in public activities, rely from other help when they engage in literary problems, and the most depressed is when they are positioned as simpleton by their surroundings. Consequently, they are left behind in knowledge, skills, and progressive attitude due to the constraints they have in accessing information and engaging written communication with others.

Review of Literature

Literacy is the fulfillment of human right for all persons of all ages. Therefore, the efforts to fulfill it are continuously committed because the citizen’s abilities in reading, counting, and writing are considered to promote a significant contribution for national development. According to Kusnadi (2005) “in every society, literacy is a necessary skill within the society and one of the foundation for other life skills”. Besides, literacy is a catalyst in promoting participations in social activities, culture, politics, economic, and community empowerment, and also a means to do lifelong learning. According to Ministry of Education and Culture, Republic of Indonesia (*Menteri Pendidikan dan Kebudayaan Republik Indonesia*), (2012) “adult literacy is the ability one possesses to read, to write and to count, to extract information, to express thought and notion, to take decision and to solve problem, as a family member, a worker, and a learner of life long education”. *Koran Ibu* is regarded to be able to meet these needs because its purpose in strengthening the literacies by using their own self-made communication media as a tool of improving the reading culture and life skills, and as the efforts to improve women welfare and prosperity. From the statements above, it can be concluded that literacy is not only the ability in reading, counting, and writing which is very useful in extracting information, but also hoped that it is become the ability for them to express their thought and notion in order to contribute in the development of their capacity and their family security and the development of their community.

If education is viewed as a training to strengthen the literacy skills, then it is important to take into account the activity of post-literacy education to measure the effectiveness of this education. It refers to Kirkpatrick and Kirkpatrick (2010) that there are four stages measurement of the effectiveness of training program, those are: (1) reaction stage, the reaction of participants towards training program, in the form of their feelings, thoughts, and desires about the implementation of training, interviewees and the training environment, in other words the satisfaction of the training participants. (2) Learning stage, pertaining to knowledge, attitude, and skills that are acquired during the training. The participants

are claimed to complete the training if they show the improvement of knowledge, attitudes, and skills that are trained. (3) The transformation of attitudes or performance stage in their workplace after the participants completed the program. (4) Result stage, to discover training program impact on the achievement of objectives that are assigned before.

If the result of education is only viewed as the success after training –only up to stage two, learning stage, then the training is only benefited its organizer whereas the training is essentially a first step “to ameliorate and solve the problem of illiteracy.” But if it is necessary to observe the impact of literacy education on the participants’ life, family, and environment, it must be taken into account the third and fourth stage. The third and four stages are only acquired in the activity of post-literacy education. Therefore, the literacy education activities and post-literacy education activities should be regarded as a continuous unity.

The precise post-literacy education activity in achieving third objective (Attitude and performance transformation stage) and fourth objective (the result stage) is conducted by means of mentoring activities. According to English Dictionary “mentoring is the activity of supporting and advising someone with less experience to help them develop in their work:” (Cambridge Dictionary Online). This is in line with the definition put forward by Chao, Waltz and Gardner, (in Antini, 2012) mentoring is “ ... an intense work relationship between senior (mentor) and junior (protégé) organizational members”. A more elaborate definition of this term is stated by Roberts (2000) mentoring is “A formalized process whereby a more knowledgeable and experienced person activates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person’s career and person development”. Meanwhile Kram, 1985 and Levinson et al, 1978 (in Fleig-Palmer, 2009) emphasize more on aspect of age, young and old, between mentor and protégé. “Initial conceptualizations of mentoring relationships viewed a mentor as an older, more experienced individual whose primary responsibility is to assist a protégé, a younger, less-experienced individual, as he/she strives towards career advancement.”

These definitions show that mentoring is performed by more experienced person or older in age and more skilled to those who are more inexperienced, younger in age, and less skilled due to their less experience. Mentoring is usually performed by people around protégé/learners, for example, the mentor in question could be either their chairman or their senior. The implementation can be performed at their workplace, or at organization or their peer community such as peer learning or peer teaching, for example in the school environment, mentoring can be performed through subject’s teacher group (*Musyawarah Kerja Guru Mata Pelajaran* or MGMP). Senior teacher, who is assumed to have more knowledge and experience, gives advice and support to their junior or those teachers who are completed any of teacher competence training recently. Furthermore, mentoring which is provided for citizen who are wish to develop their knowledge and skill can be performed by public figure or existing societal organization leader, for example family welfare empowerment organization (*Pemberdayaan Kesejahteraan Keluarga/PKK*) or by public officer in charge, for example, instructor of agricultural (*Penyuluh Pertanian Lapangan /PPL*). In connection with citizen literacy empowerment, *Koran Ibu* can be regarded as a form of mentoring, because those literates are not involved in any formal organization, yet they exist in the midst of the society.

The function of mentoring according to Kram (in Fleigh Palmer, 2009) consists of career function and psychosocial function. Career function relates to the transfer of knowledge from mentor to learners in order to support the learners’ career development. Career development referred to in this post literacy education is the development of literacy ability of the alumni of the literacy education in accordance with the expected goals; capability of expressing their thought and mind in order to contribute in the improvement of their capacity, the prosperity of their family, and the society of their neighborhood. These functions embody 1) sponsorship, means that mentor actively encourage learners to prepare themselves for achieving maximum opportunities of their career; 2) Exposure-and-visibility is the socialization function in which mentor gives the learners any opportunities to develop their relation with people who will assess and evaluate their ability and potential; 3) coaching, that is mentor activities in upgrading knowledge, perspective, and experience which will avail learners for their career in the future; 4) challenging assignment, means that mentor gives assignments that challenge them in order to help them in developing their managerial experience and abilities.

Psychosocial function is aspects of relationship in the process of mentoring that stimulates the development of the protégé’s sense of competence and effectiveness. This function consists of role modeling, acceptance-and-confirmation, counseling, and friendship. (1) Role modeling, protégé observes and identifies behaviors, attitudes, and values that mentor shows in order to imitate them; (2) Acceptance-and-confirmation, mentor supports protégé to encourage their self-confidences for they feels comfort in taking any risk in their career; (3) Counseling is offered by mentor to enable protégé in

solving their internal problem that hinder their professional responsibilities; (4) Friendship is comforting informal social interaction between mentor and protégé that forms the sense of collegiality which will help protégé to interact with people in organization.

If it is connected to the post literacy education activities that aim to change the behaviors and attitudes of the use of the *Calistung* (the ability to read, to write and to count), then the quality of the relationship of mentor-learners is highly needed because this functions pertains to the development of learners' self-confidences and capabilities to overcome the problem they face in acquiring the expected literacy competence.

In implementing those functions above, mentor, at least, have to understand that learners are adult so that the methods used in the mentoring activities should be adjusted with this condition. Mentor needs to realize that learning will take place in adults if these principles are met (Dills C.R, & A. J. Romiszowski, 1997): (1) learning is a transformation that takes place over time; (2) learning follows a continuous cycle of action and reflection; (3) learning is most effective when it addressed issues that relevant to the learner; (4) learning is most effective when people learn with other; (5) learning occurs best in a supportive and challenging environment. According to Marry Endorf and Marry McNeff (in Rothwell, 2008) the style of adult learning model possesses emotional and sociological attributes, as follows: (1) Confident, characterized by practical and behavior, self-directed, results-oriented, can identify and meet on her own learning needs, prefers interactive learning and discussion, rejects the notion of receiving information like a "sponge"; (2) Integrated, characterized by the following attitudes and behavior: focuses on personal success, wants highly participative learning processes, wants to be regarded as a meaningful contributor; (3) Risk taker, characterized by the following attitudes and behavior: feels excitement with new projects, enjoys that feeling, remains self-confident.

From the description, it can be seen that the characteristics of adult learning process is 'the recognition of their existence' in the form of opportunities distribution as an active learner, who possesses needs, experiences, and desires to share. The participative approach is appropriate in the process of learning. According to Sudjana (1993) the participative learning activities can be interpreted as the effort of educator to make learner participated in the learning process. The participation of learner is realized is three stages, those are: participatory planning, participatory implementation and participatory evaluation. The core value of the participation is that the learner is not changed by other; instead the learners' change and development emerge within themselves or those emerge within under relative guidance of other. This development is achieved through the problem solving-oriented of thinking process and followed up by their own activities to overcome the problem.

The descriptions of each stage are these: (1) Participatory planning is the participation of learner in identifying their own needs, the existing learning resources, and the potential obstacles that will be found during the learning process. These are the basis to arrange the plan of the learning programs whose elements include the goals of the learning, material, method, the technique of the evaluation, the learning facilities and the learning terms; (2) Participatory implementation is the activity that emphasizes on 'student learning center'. The student is given the opportunity to arrange the learning material and the steps of learning activity with or without guidance. In this case the guide or learning source more likely takes the role of facilitator. The learning interaction between learner and learning source is carried through horizontal relationship to make more open, intimate, and purposeful relationship; (3) Participatory evaluation is the participation of participant in the activity to accumulate, to cultivate, and to present the data or information that are used as feedbacks for the following learning process. The participation on this evaluation stage is useful for learner to infer how many changes they acquire and experience during the participative learning activity.

Based on the participative approach above, the method of mentoring can be referred to The Cone of Experience that proposed by Edgar Dale (in Petrina, 2007). Edgar Dale (2007) stated that 90% of the learning materials will be memorized by learners if the method of learning involves learners in the process, for example by doing simulation of the plication of a skill (simulated experience), or directly doing the real thing. The Cone of Experience supports the learning process in developing cognitive aspects. This is obvious if it connected to Bloom Taxonomy revised by Krathwohl (2002) that states the process of learning someone steps through the cognitive processes that comprises the dimensions of (1) Remember, Retrieving relevant knowledge from long-term memory. That covers Recognizing, Recalling; (2) Understand, Determining the meaning of instructional messages, including oral, written, and graphic communication. That covers Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, Explaining; (3) Apply, Carrying out or using a procedure in a given situation. That covers Executing, Implementing; (4) Analyze, Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. That covers Differentiating, Organizing, Attributing; (5) Evaluate, Making judgments based on criteria

and standards. That covers Checking, Critiquing; (6) Create, putting elements together to form a novel, coherent whole or make an original product. That covers Generating, Planning, Producing. The effects of mentoring according to Fleig-Palmer (2009) are these: (1) Knowledge transfer, the exchange of knowledge between mentor and learners. If the knowledge are combined with the learners' experience then it can create the capacity to act and to do something; (2) Performance, the learners' performance showed after they took benefit from Knowledge transfer. Based on the statements, it is exactly appropriate if Villani (2004) states that the benefits of mentoring are new ideas, viewpoint, rethinking my beliefs, fun, sense of being useful, sharing of my own skills and knowledge, re-energizing.

Method

This research employed the qualitative approach with case study method. The data collection was carried out by using semi-structured interview, observation, and documentary analysis. The subject participants consisted of 20 person participants of *Koran Ibu* activity, all of them were female, and were around 29 – 47 years old. With the details, 4 persons were around 28 -29 years old, 8 persons were around 33 – 38 years old, 8 persons are around 41 – 47 years old. Their occupations were housewife but some of them took part-time job as laundry workers. They have completed only 2nd – 3rd grades elementary education. But due to their lack literacy practices, they found themselves difficult to read and to write, even some of them had difficulties in recognizing letters and numbers, so that in the preceding years, they were involved in basic literacy education and advanced literacy program. They live in the suburbs of Bandung, Kampung Ranca Cili Kelurahan Cipamokolan Districts Rancacili. To maintain confidentiality the subject of the research, the researcher used the coding KI-01 to KI-20. The research is conducted during two terms publishing of *Koran Ibu*. More elaboration of the result of interviews and observation was discussed with the tutor (as mentor) and the publisher of *Koran Ibu*.

Findings

Koran Ibu program is carried out in cooperation between Directorate of Public Education Development of the Ministry of Education and Culture (*Direktorat Pembinaan Pendidikan Masyarakat, Direktorat Jenderal Pendidikan Anak Usia Dini, Nonformal dan Informal*), University of Islam Nusantara, and family welfare empowerment organization (PKK) . The process of the research is divided into three steps, those are: preparation step, planning step, implementation step, and evaluation step.

Preparation Step

This step the activity stage consists of three meetings, each meeting held for three hours and directed by interviewees. Pre-test are utilized to measure the recent condition of participants literacy ability. Interviewees are the lecturer of University of Islam Nusantara (*UNINUS*) that are regarded as experts in journalism and experienced in literacy education. The location of the university is 10 km away from the location of the research site. In this step, every participant should attend the explanation of the function of *Koran Ibu*, the material of *Koran Ibu*, and basic journalism. The learning methods used in this step are lecture, discussion, assignment, and role play. In each meeting, the participants were assigned a group project which would be presented to another group in that moment. The group is formed at first meeting, each group consist of 5 participants with a tutor. There are four groups of Kenanga, Melati, Mawar, and Dahlia. The level of literacy abilities and ages in each group were made various. The tutor main objective was to assist the participants in understanding the training materials and performing the assignment. Tutor was also regarded as participants of the training because they had no experience in the process of producing *Koran Ibu*.

At the initial process of training, the participants conveyed complaint of obstacles they faced. KI-04 who represented the group of 40 years old conveyed the difficulties in understanding new terms, in catching materials the interviewees presented, in reading letters, and in writing. KI-13 who represented the group of 30s years old conveyed the same complaint of difficulties in understanding new terms and catching materials the interviewees presented. Other complaints that emerged from them were about overlong provided time when they have to attend the training but they were suffered from fatigue of part-time job as laundry workers. The same complaint about the overlong provided time was also emerged from KI-09 who represented 20s years old; they have to attend the training while they should take care of their children and their home. Some of the participants of 20s and 30s years old stated that they wished to resign. But thanks to the tutor who motivated them, they were willing to complete the

training program. There was one participant who seldom attended the training and were three others who completely missed the activities in the following stages.

Planning and Implementation Step

The planning and implementation step were carried out interchangeably. The planning activity referred to in this research was the activity in planning the assignment and duties for composing *Koran Ibu* which were carried out in every meeting. After the planning activities were completed, then it was implemented at the moment. These activities were scheduled for 8 meetings; these meant that during this step there were 8 planning activities and 8 implementation activities. In each meeting, the interviewees explained how to do assignments and duties. Then the participants under the guidance of the tutor planned the technical strategies and methods in doing the assignments and duties. After they reached the agreement of plans, they executed the plan under the guidance of the tutor. The materials explained by the tutor who served as guidance for the participants were these: specifying rubrics, sorting the duties in composing the rubrics, placing rubrics, the technique in collecting news, the techniques in writing news, choosing the pre text materials, and editing. Each meeting covered the duties and 'duties assessment.' This means that each group member who took the same duty ought to submit their work in particular meetings that held in the following session.. To complete the duties, participants felt the needs to consultate with their tutor informally, therefore the number of meetings raised up to 12 to 17 in turns. The activities of specifying rubrics, sorting the duties in producing rubrics, placing rubrics, and deciding the pre text materials were specified by participants themselves based on agreement among them. In deciding the materials of the news, they shared their thought to each other. They decided whose works would be published.

The result of the specifying rubrics activities and the duties sorting activities for producing rubrics can be observed in the following table:

Table 1. Results of the rubrics determination and separation of duties

Rubric's Name	Rubric's Contents	Editorial Team
1. Reportage	Reporting events in local neighbourhood or interesting events	Melati group, Mawar group, Kenanga group and Dahlia group
2. Mom's Story	Story telling of actual and daily events	Mawar group, Kenanga group
3. Mother's Work	Photograph, paintings, mother's meaningful picture	Dahlia group, Melati group
4. Recipe and Tips	Recipes and tips of family activity	Melati group, Mawar group, Kenanga group and Dahlia group
5. Short Story	Mother's short story	Melati group, Mawar group, Kenanga group and Dahlia group
6. Poetry	Mother's poetry	Melati group, Mawar group, Kenanga group and Dahlia group

After this stage, the participants showed a significant and delightful change. What they expressed showed this. From the KI-07, KI-10, KI-12, and KI-17, they admitted that the participants felt like they have found 'new toys' so that they wish to complete koran ibu enthusiastically and with high motivation. In addition, in their opinions, the interviewees explained the assignments and duties in easy way. From KI-03, KI-09, and KI-16, they admitted that at first they reluctantly followed this program due to the difficulties and obstacles they thought they would face. But after followed several activities, they started to feel interested in the activity because they feel useful when their thought and opinion was taken into account during the activities of specifying the duties and deciding everything. From KI-5, KI-11, and KI-19, they admitted that their favorite activity was reportage. All participants should be able to make reportage about everything for the result would be discussed in the participants' forum. From KI-01, KI-08, and KI-20, they admitted that there were lots of funny moment that could be taken as news. All participants admitted that the work place were noisy yet comforting for they could escape from boredom of doing domestic affairs.

In editing stage, the stage right before the texts are published, it was held the discussion which was followed by the representation of each groups, tutor, and interviewees. This step is used for choosing the newspaper layout. Then the text were printed in 500 copies at one of local public figure associate's printing office and the copies were distributed to all public offices in Rancacili Districts, all members of committee of family welfare empowerment organization (PKK) in Cipamokolan, and all members of local committee of family welfare empowerment organization (PKK) of *Kelurahan* Cipamokolan, and members of the sub-districts committee of family welfare empowerment organization (PKK) of Rancacili districts, Bandung Education Department office , and citizens in the neighborhoods of the participants.

Evaluation Step

Evaluation was carried out at each meeting (formative evaluation) and after production of *Koran Ibu* (summative evaluation). Formative evaluation aims to assess participants' work and to discover their literacy achievement. If there was an error or mistake in the work, the tutor would give the participants feedback and give them more elaborate guidance. In the summative evaluation, the whole process of the activities were evaluated, especially the part which focus on the development of participants' literacy abilities such as reading, writing, and counting and conveying the thought into written text. Another evaluation was carried out towards the final product of *Koran Ibu* such as its layout, materials, and distribution.

The result shows that the literacy ability of the participants takes considerably positive change accompanied by the growing ability to convey ideas into written form. From KI-2, KI-14, KI-15 and KI-18, they admitted that they were surprised by the result of their work after the works have been read by their tutor and their associates, and by the fact that it was even published in *Koran Ibu*. The development of their ability in conveying ideas into written text could be discovered from the titles they made in first and second edition:

Table 2. The titles of the works of participants

No	Rubric's Name	Koran Ibu Edition - 1		Koran Ibu Edition - 2	
		Title of News	Author	Title of News	Author
1	Reportage	a. Idul Adha yang Menyejukkan	a. Dahlia Group	a.Pos Pelayanan Terpadu (Posyandu)	a. Mawar Group
2	Mom's Story	a. Tukang Tomat b. Idul Adha	a. Mawar Group b. Melati Group	a.Ibu yang Malang	a. Kenanga Group
3	Mother's Work	a. Do'a Ibu si Anak	a. Dahlia Group	a.Hasil Wawancara	a. Melati Group
4	Recipe and Tips	a. Bacem Tempe b. Dodol Lada	a. Melati Group b. Mawar Group	a. Manfaat batrawali b. Semur Jengkol c. Perkedel Kentang	a. Kenanga Group b. Dahlia Group c. Mawar Group
5	Short Story	a. Di Hari Raya Idul Adha	a. Kenanga Group	a. Menjelang IdulAdha b. Berita Pulang dari Anak	a. Kenanga Group b. Dahlia Group
6	Poetry	a. Menyambut Hari Raya Idul Adha b. Idul Adha, Waktu untuk Berqurban	a. Melati Group b. Kenanga Group	a. Aku Bersujud b. Ibuku	a. Mawar Group b. Melati Group

This delightful condition motivated other participants who were seldom to join the activities. The activity of reportage attracted them to join the activities and as the result, one by one started to attend the meetings so that the participants of the activity became 19 persons at the end of the activities in first edition of *Koran Ibu*.

In the producing of the second edition of *Koran Ibu*, the process unfolded neatly, because the participants have understood the process. The meetings were more emphasized in the result of the reportage and the material that would be published. The meetings only took 8 to 10 formal and informal meetings.

Discussion

The result of the research shows that essentially the activity of composing *Koran Ibu* is the process of maintaining the functional literacy ability for adult women who have completed the basic and advanced literacy education. The approach used in this activity is the adult learning model that respects all the characteristics of adult style of learning. It is indicated by the following aspects. *First*, from the initial process of the makings of *Koran ibu*, the participants were treated as the subject of the process because they were allowed to decide the materials of the learning process that is the materials of *Koran ibu*. It is acknowledged that the participants were treated as object at the preparation stage in which more roles were taken by interviewees in the whole process. This is indicated by participants' complaints, because they faced many difficulties in understanding what the interviewees explained. Luckily, the tutors, which were recruited among the local citizen and experienced as literacy tutor, were functioned from the initial stages so that the participants could ask them anything about their difficulties. But at the execution of the plan, the participants took significant roles in the whole process. Tutor roles become more like a guide to accompany participants in the process. *Second*, the participants' thought and experiences were valued. It is indicated from every literary works that were published in *Koran Ibu* were based on the participants daily experience. Although the diction and the grammar were very simple, the tutor did not make any editing on them. They only pointed on spelling error that needs to be fixed, the use of uppercase and lowercase, punctuation, etc.

There are several factors that support the implementation of adult learning approach in this research. *First*, the accurate choice of men in charge as interviewees and tutor were being involved in the whole activities. Interviewees, who come from the local university and experts in journalistic and are experienced in literacy education, significantly supported the makings of *Koran Ibu* that corresponded to journalistic standard yet suitable to the participants' characteristics. The interviewees were easily contacted by the researcher at any time the researcher needed them. Tutor, who were chosen carefully among local citizen and experienced in literacy education, affected to the participants comfort because they acquainted well with them before. The participants could ask their assistant and discussed with them the entire problem in the process anytime. Furthermore, the tutor also understood how to motivate participants who were seldom joined the activities and how to support participants who were already involved in the activities. This tutor ability corresponds to what Mayo & Donel (in Uden and Lorna, 2006) state that "tutor have to possess skills to manage their tutorial group in order the participants focus to the problem arising and able to overcome every obstacles in the tutorial process. Moreover tutor have to encourage participants to think critically in overcoming their problem".

Second, participants grouping into smaller group of five people have given the participants larger opportunities to actively involve in the activities and to provide the tutor ease in elaborately assisting them. Moreover the variety of ages and skills among the participants of each group motivated them to achieve an equal result. This condition is implied in Jeffris and Kathryn (2010) that state small group of 5 to 8 people can improve the interaction between learners, instructor, and the learning materials. Instructor provide the participants assistance to use higher-order thinking skills, aid to apply new concepts and knowledge, opportunities to develop interpersonal skills used in group interactions. According to Newble and Canon (in Jeffris and Kathryn, 2010) there are three important characteristics in teaching small groups, those are active participation, purposeful activity and face to face contact. Muijs & David (2005) show the same advantages in using small group because it can be used as strong method in teaching higher cognitive thinking skills. The main advantages are: (a) collaboration in group; (b) development of social skills; (c) development of emphatic skills that allowed learners to enter new perspectives and lead them to realize other strength and weakness; (d) venture in finding solution within group and accommodating other perspective.

Third, the choice of materials which was picked up from local environment allows participants easiness in exploring, observing and putting their ideas into work. Their literacy works could be published and distributed as soon as possible. This was the most favorable activity the participants felt because this was new for them and lots of people could read and appreciate their literary work. If it is connected to Rothwell (2008) this condition promotes students motivation that make them enthusiastically to develop their new knowledge and skills. This is supported by the finding tha adult learning takes six features as its motivation source, those are social network building; make new acquaintances, meet expectation, advance in their career, be stimulated, help others, and learn for its own sake. This is also supported by Rogers (2003) on *innovation regard*. If the makings of *Koran Ibu* is regarded as innovation by participants then their willingness in accepting an innovation will be centered around the characteristics of innovation, that include: (1) relative benefit is a condition in which a new idea is regarded to have a more benefit from that recent idea. It is often measured economically in which it gives more income if it is applied, but it could also be measured technically in which the new

idea is simpler to apply although it is not economically significant in which it does not give more income; (2) compatibility, agreement between new ideas and the situation, is a condition in which an innovation is consistently match with the existing values, background, and needs. Ideas that are not compatible with the existing social system will not be adopted as fast as one that is compatible; (3) complexity of an idea, the more complex an idea the slower it is adopted; (4) triability is related to its applicability in minor trial before it is applied in major trial. The one that can be tried in minor quality is usually adopted faster than the one that cannot; (5) observability is a condition in which the result of an innovation can be observed immediately. It can be concluded that *Koran Ibu* is the innovation that have all the characteristics described above.

Fourth, the meetings were organized flexibly, and the division of tutor and participants were interviewees in the manner that it could support each other. There are formal meetings held to be attended by interviewees and tutor. And also there were informal meetings among tutor. The informal meeting was used to give participants guidance in reportage and writing the editorial, and for observing the participants' achievement. The informal meetings purpose is to assist the participants in putting their ideas, experience into wording. As stated before, adult learning needs flexibility that allows participants to be involved actively in the process. The flexible organized meetings made it easy for the participants in solving their problem that need to be consulted to their tutor and among them.

Conclusion

It can be concluded that *koran ibu* as a model to maintain woman literacy skills is realized due to the coordination among the local participants (*Lurah, Camat, PKK committee of local to sub-district level*), the cooperation with proper stakeholders (university and local tutor), the appropriate approach of adult learning that accommodate characteristics of the adults, the flexible but planned implementation strategy, and the routine evaluation and assessment. The problem that occurred during the activity was the obstacles participants had to face in understanding new terms presented to them by interviewees and in conveying the result of reportage in written form. Even though they just imitated the writing of existing news or wrote simple sentences, they could consultate their problem with the tutor any time they had problems, so their obstacles could be resolved immediately.

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