Effectiveness of the Indonesian literacy school program in improving the quality of basic education for marginal communities in the Indonesian border area

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Effectiveness of the Indonesian literacy school program in improving the quality of basic education for marginal communities in the Indonesian border area

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Abstract. This study aims to compile basic data, develop and implement the Indonesian School of Literacy program in Improving the Quality of Basic Education for Marginal Communities. The program aims to establish and improve school performance through a mentoring process for school principals and teachers. In addition, this program also involves parents in the learning process of students while at home. Parents are involved through parenting training held at school. The Indonesian Literacy School is a program that seeks to realize a community-based school model that concentrates on improving the quality of instructional systems and the development of school culture, with a distinctive literacy culture. This program focuses on improving school governance by referring to indicators of improving school performance based on the Uswah Method Tools. The stages in the development of this program are: program planning, program implementation, and the end of the program. This research was conducted in 2018 to make program design and development of program tools. After that, an initial assessment of the area and school was carried out for program intervention. Program interventions are carried out in the Indonesian verandah, namely: Kepulaun Meranti (Riau Province) and Nunukan (North Kalimantan). The results showed that there was an improvement in school governance through improving the quality of instructional systems and the development of school culture, with a distinctive literacy culture.

1. Introduction

Global competition in the era of free trade requires the availability of quality human resources. These human resources are required to have high professional, technical and managerial skills and sensitive creativity for various changes. Based on data from the *United Nations Development Program* (UNDP) (2016) the Indonesian Human Quality Index *(Human Development Index)* is ranked 113th out of 188 countries. Meanwhile, data from the 2014-2015 World Economic Forum, Indonesia's global competitiveness has indeed increased to 34th out of 144 world countries, but in Basic Requirement Indonesia is ranked 46th (including meeting basic education and health only at 74th) [1].

Based on data from the UNDP (2016) the Indonesian Human Quality Index (*Human Development Index*) is ranked 113th out of 188 countries. The *Indonesian Human Development Index* (HDI) in 2015 amounted to 0.698 and was included in the middle human development category. Nevertheless, Indonesia's HDI value dropped sharply to 0.563 (18.2 percent) if the gap was taken into account. The

education gap and life expectancy at birth in Indonesia are higher than the average of countries in East Asia and the Pacific, even though this is the field that receives the most funds from the National Budget. In the 2015 APBN, there were 10.5% of the total state expenditure allocated to the education budget [1].

The principal leadership factor is one of the strategic factors that can improve teacher performance. This influence is the creation of a conducive school climate and culture that encourages teachers to work better. Other efforts that can be done to improve teacher performance can be done in the teacher's view by complementing learning facilities and infrastructure that are still lacking [2,3].

Meanwhile, the quality of education is also determined by the literacy skills of students. According to the 2015 OECD, the average assessment of Indonesia's performance in literacy skills needs attention. Early education for schools outside Jakarta is still a serious problem, as many as a quarter of second grade students still cannot read well. To find out the efficiency of the government can be seen in terms of teacher working hours and student-teacher ratios, especially in remote schools. The teacher's time spent working on assignments, teaching in the classroom, and teaching quality are very diverse in each school. Only 44 percent of teachers do teach according to the minimum working hours needed. Some teachers such as in rural areas (53%) and in remote areas (59%) worked less than 18 hours in a week, still lower than teachers in urban areas (37%) [4].

Based on the conditions outlined in the background, it seems that there is a great need for the participation of all levels of society to help improve the quality of education, especially the quality of education for marginal communities. [5] Quality education is expected to be able to reach all students, whether in urban, rural, urban areas, or verandas. Therefore, this research needs to be done to be able to formulate the Indonesian School of Literacy model in Improving the Quality of Basic Education for Marginal Communities with a comprehensive approach from the point of view of educators, typologies and communities, as well as the role of education providers so that families and schools are able to play an optimal role in creating young people a nation that is intelligent in literacy, character and intellectually competent.

2. Literature Review

According to the national development objectives as stated in the SDGs that education is one of the main targets in development through education for all who are qualified. For this reason, this literature review will reveal scientific evidence and opinions of experts that are relevant to the quality of Indonesia's basic education which includes the condition of Indonesia's basic education, student literacy skills, and school management.

2.1. Marginal Society

In KBBI online, marginal words mean relating to the boundary (edge), or being on the edge. Whereas the word community, still based on the KBBI, is defined as a number of people in the broadest sense and bound by a culture that they consider the same. So, it can be concluded that marginal communities are a number of people who are bound by a culture that they consider the same, who are in the suburbs, remote areas, or remote [6].

Marginals include the poor who are characterized by poverty in terms of food, economy, education and low levels of health. The marginal community referred to in this study are people who come from low economic groups, as well as groups who have not received education properly, both in terms of access, quality and cost.

2.2. Education Access for Marginal Society

The emergence of the stigma of marginal communities that poor people are prohibited from school because of the absence of school alignments for them. The education system applied by policy makers that does not favor marginal groups and poverty makes schools a luxury item. It is not only a poor education policy, other government policies also make it harder for people to get education, the government policy indirectly is prohibiting poor people from being banned from school [7,8].

There are two characteristics of the educational dimension of marginal people. First, alienation from self and its environment. Second, self-depreciation, feeling stupid, knowing nothing. Marginal groups of people, generally trapped in poverty because of lack of capital and access to funding sources and business opportunities that do not favor him. The results obtained from the business are minimal on average, where the income earned is only enough for a simple life. In this case the informal sector in general is an alternative economic activity of millions of small people in cities. Problems faced by children who attend school or not go to school can be solved if the local potential for the development of education in marginal communities can be identified [9].

2.3. School Quality and Management
In 2003, the Indonesian government at that time was one of the countries that became the center of attention in the world by decentralizing the primary and secondary education system as part of a wider change designed to increase the responsibility of education in both districts and cities. This form of school management decentralization is often referred to as School-Based Management (SBM) which is needed to make major changes to the capacity building of principals, teachers, and the community in managing leadership, developing alternatives to meet local education needs involving parents and communities in school management [10,11].

2.4. Development of Student Literacy Skills in Indonesia
A study conducted in 2012 found that a 10% increase in the number of students with basic reading skills increased the country's annual economic growth by 0.3%. The study also found that a 10% increase in the number of students with further reading ability was associated with a higher annual economic growth of 1.3%. Improving basic reading skills combined with an increase in the number of students with advanced reading skills proved to have a very strong impact, because in order to implement the imitation and innovation strategies, a country needs to have a workforce that is least able to read basic levels [10].

Reading skills especially for elementary school children are obtained gradually and through the same stages. In the first stage, the basic skills of children in developing their reading skills by developing sound-knowledge, word recognition and giving simple letter codes become sounds. In the second stage, children begin to find content in written texts that can strengthen and help children in internalizing the complexity of language including in terms of rules and patterns of language that they know verbally [12].

2.5. Primary School Literacy
Literacy is the core of all competencies that must be taught in elementary school. Basically, literacy is focused on developing reading, writing, listening and communicating skills. These four skills are the core skills of elementary school literacy and also as a differentiator between elementary schools and other levels of formal education. According to Government Regulation No. 19 of 2005 concerning National Education Standards, the primary focus of an elementary school is the development of the ability to read, write, count, and communicate. Literacy skills at the elementary school level must be taught and developed in all subjects.
Institutionally, the application of literacy will form an effective and enjoyable learning environment. Literacy-based learning habits will be more effective when applied to all subjects considering literacy is an interdisciplinary skill. The ability and learning outcomes of students will also be more optimal if this culture of literacy is developed continuously. Therefore, an engineered learning environment is needed so that Indonesian children have the habit of reading and loving books. The habit of reading books from an early age makes it easier for them to learn anything, including lessons in school, which has an effect on increasing academic achievement [13].

3. Research Method

3.1. Framework

The research framework is presented in Figure1 which is a flow chart of the variables to be studied, which are arranged in two stages, namely: the identification stage (collection of baseline data; the analysis phase of the model and intervention in the form of applying the model.
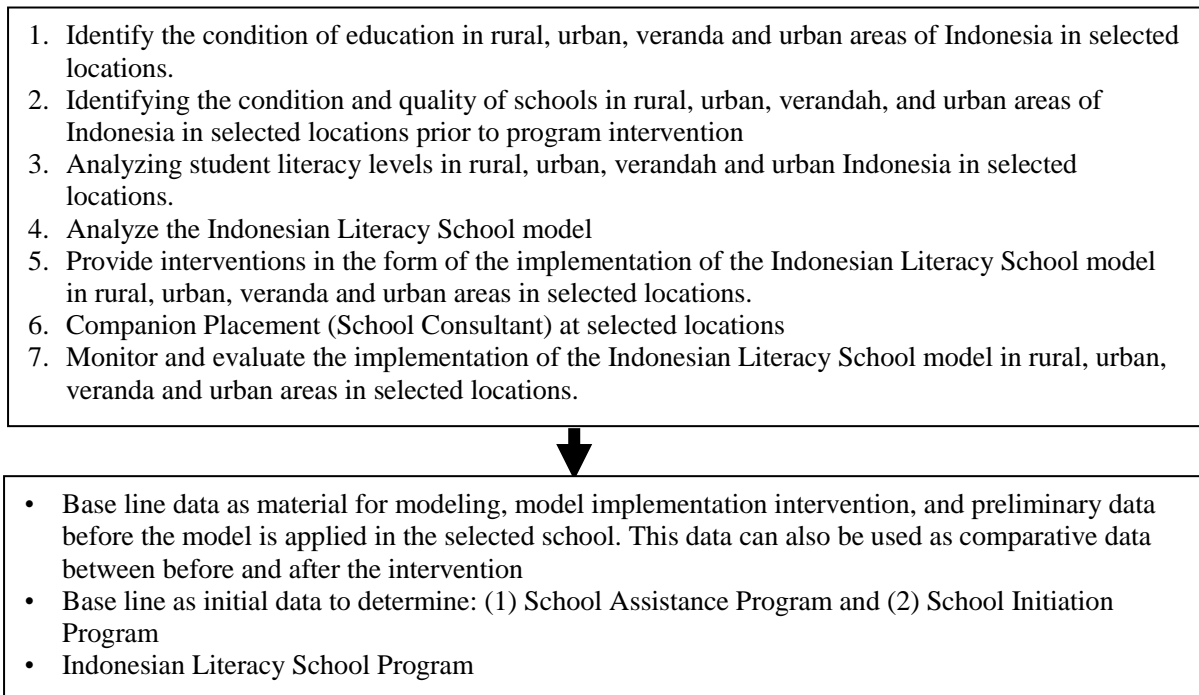
1. Identify the condition of education in rural, urban, veranda and urban areas of Indonesia in selected locations.
2. Identifying the condition and quality of schools in rural, urban, verandah, and urban areas of Indonesia in selected locations prior to program intervention
3. Analyzing student literacy levels in rural, urban, verandah and urban Indonesia in selected locations.
4. Analyze the Indonesian Literacy School model
5. Provide interventions in the form of the implementation of the Indonesian Literacy School model in rural, urban, veranda and urban areas in selected locations.
6. Companion Placement (School Consultant) at selected locations
7. Monitor and evaluate the implementation of the Indonesian Literacy School model in rural, urban, veranda and urban areas in selected locations.

- Base line data as material for modeling, model implementation intervention, and preliminary data before the model is applied in the selected school. This data can also be used as comparative data between before and after the intervention
- Base line as initial data to determine: (1) School Assistance Program and (2) School Initiation Program
- Indonesian Literacy School Program

Figure 1. Research Flow

3.2. Population, Sample Research, and How-to Withdrawal Sample
The population of this study is marginal schools with low quality in the Indonesian verandas. Region selection is carried out purposively. Then, 2 (two) provinces were selected in each region with random sampling, with the provision that the selection of regions was based on the quality index of primary education (APS level / percentage of literacy / teacher quality / literacy figures). Region selection is based on Regional Education Balance Sheet data [14]. The selected provinces are: Nunukan (North Kalimantan Province) and Kepulauan Meranti (Riau Province).
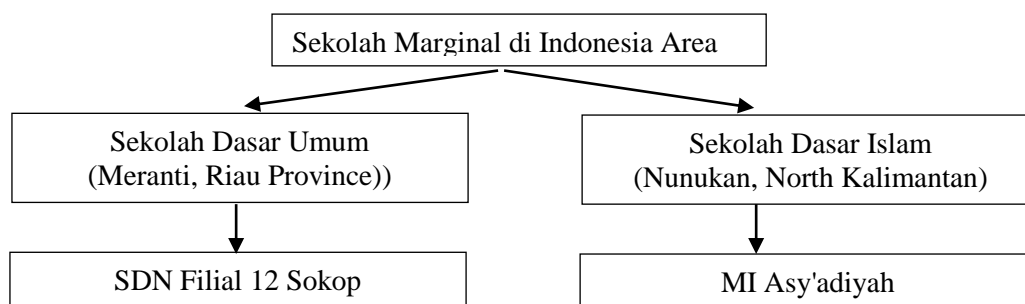
Figure 2. Research Sites

3.3. Types, Techniques, and Data Collection Methods
The data collected in this study consisted of primary data and secondary data. Primary data includes: 1) Quality (Performance) of schools pre and post programs, including: (a) School Leadership, (b)

School culture, (c) Learning Systems. In addition to primary data, this study also uses secondary data from relevant agencies to support the primary data analysis produced in this study.

Data collection was carried out through direct interviews, Focus Group Discussions and In Depth Interviews. The instrument of this research consists of: 1) questionnaire which is a structured question to collect profile data and satisfaction of the Principal, Teacher, and students towards the program; 2) interview guide for indepth interview; 3) FGD guidelines to guide the course of the FGD.

3.4. Data Analysis

The data obtained will be processed through the process of editing, coding, scoring, data entry to a computer, data cleaning, and data analysis. Data will be analyzed with descriptive methods and verification or inferencing methods, after all data is entered into the computer, then processed using SPSS for Windows version 20.0. Data will be analyzed using three methods, namely: 1) descriptive analysis; 2) qualitative analysis; 3) quantitative analysis. Descriptive analysis was used to describe the variables in this study, which consisted of regional profiles, school characteristics, descriptions of the Indonesian Literacy School Program.

4. Research Result

4.1. Regional Profiles and Border Schools

4.1.1. Meranti, Riau Province. Remote Class SDN 12 Sokop is located in Dusun Bandaraya, Sokop Village, Rangsang Pesisir District, Kepulauan Meranti Regency, Riau Province. This Far Class School is located between Sokop village and Tebun Village.

Geographical conditions in Bandaraya Village are lowland areas [15]. Whereas access to these locations can be traversed in two directions, namely from the direction of Batam and from Pekanbaru. The nearest access can now be traversed from Batam direction with an estimated travel time of about 6 hours sea travel. The condition of the road to the location is quite difficult to access because there are a number of heavily damaged road accesses.

Road conditions around schools and residents' homes are still land. If it rains, the road will be muddy and make it difficult for children to get to school. When it rains, children's shoes are always wet. Roads and school grounds are flooded.

This school experiences various difficulties in accessing. Because of its remote location between Sokop Village and Tebun Village. Education in the village is ignored by the local government. There are approximately 6 Km of dirt road that has not been touched by asphalt / concrete. If you want to go to Sokop Village you have to go through a forest that is still on the ground and very difficult to go through.

If we want to go to the next village again, Tebun Village is also very difficult. We also pass the road that has not been touched by asphalt / concrete. Obviously, it will be very difficult to pass if the rainy season arrives. To go to the center of the Meranti Islands Regency we can only cross with Speed Boat for more than 2 hours.

The social conditions of the people in the Meranti Islands Regency, especially in the Hamlet of Bandaraya are nomadic communities. Most of them are people who are from the Akit tribe, Malay and some others are from ethnic Chinese. Most of the income earners are farm laborers or sago laborers with an average income of 1 million / month. With the diverse conditions of the community, this has a direct impact on school life. Thus, every school has a socio-cultural system that is local wisdom.

The condition of education in Bandaraya Hamlet is relatively low with school enrolment rates up to 6 elementary schools. Cadres for educators are very difficult to obtain because most of the population is still illiterate.

The majority of people still adhere to animism. The community also does not have understanding and awareness of a clean lifestyle. Likewise, with public awareness of education, they are not yet aware of the importance of education for children. This is a major factor for related parties, especially

the government, in providing access and improving the quality of education for marginal communities in Meranti Islands.

4.1.2. Nunukan, North Kalimantan.
The social conditions of the people in Sebatik are mostly transmigrants from Sulawesi and a small part of Java. Sebatik District consists of 4 villages, Balansiku Village, Tanjung Karang, Sei Manurung, and Padaidi. Distribution of each Kk is Balansiku Village 345 HH, Tanjung Karang Village 612, Sei Manurung Village 229, and Village In 198 HHs, so the total number of HHs in Sebatik District is 1384 HH [16] .

The majority of the Sebatik District community, especially the Tanjung Karang Village, work as farmers, fishermen and traders. This is because the geographical location is close to the beach and full of oil palm proof. The level of education of the community ranged from not graduating from elementary school to master's degree with details: graduating from 3 students, S1 18 people, Academy 4 people, high school 39 people, junior high school 37 people, elementary school 147 people, not graduating 112 people and still 42 blind script. The high rate of not graduating from school and illiteracy in the village of Tanjung Karang is one of the conditions of the community that is very necessary to be followed up [17].

'Emergency' schools located in Sebatik, especially in Sugai Batang, Tanjung Karang Village, are MI As 'Adiyah, with the aim of being able to accommodate children who are difficult to access the nearest school. Meanwhile, the geographical condition of Tanjung Karang Village is the high land behind the hill. Sebatik itself is the outermost island of Indonesia which is directly adjacent to Malaysia. The area is surrounded by beaches, hills, banana gardens and palm oil. To reach Sebatik we start from Tarakan Airport, after that crossing to Sebatik Island with a speed of approximately 4 hours drive, from the port to Tanjung Karang Village takes approximately 30 minutes by motorcycle. Access to the main road is quite good, but access to the entrance to the houses is still very poor.

4.2. Design and Development of the Indonesian Literacy School Program
The Indonesian Literacy School Program is a program that seeks to realize a community-based school model that concentrates on improving the quality of instructional systems and the development of school culture, with a distinctive literacy culture. This program focuses on improving school governance by referring to indicators of improving school performance based on the *Uswah Method Tools*.

4.2.1. Program Goals
This program is present to help the formation and improvement of school performance through the process of mentoring for principals and teachers. This program develops school independence in 6 types of excellence, namely: Literacy Skills, Learning Effectiveness, Instructional Leadership, Conducive Learning Environment, Character Building / Morals, and Educational Leadership.

This program is expected to enable schools to become models for other schools in improving students 'academic and non-academic achievements, as well as the formation of their students' character. One way to achieve this is by providing integrated training that is programmed and periodically held and has continuity in terms of practical implementation in the field. In addition, the program also fixes the school library as a center for learning resources, so that it is expected to be able to facilitate students' access to reading, which in turn will improve reading skills and culture among students.

4.2.2. Program Target
The target of the Indonesian Literacy School Program is that schools experience a minimum increase of 100 scores (in 1 year) from the previous score based on the Uswah Method Tools. The targets of this program are: Principals, all teachers at the assisted schools, school librarians, school committees / community leaders, and student parents.

4.2.3. Program Forms.

The forms of the Indonesian Literacy School program are: Early and Final School Assessment based on the *Uswah Method Tools*, *School Strategic Discussion* (SSD), Student Competency Tests, Training and workshops for teachers, parents and the community, Mentoring (Coaching and Consulting) and program monitoring.

4.2.4. Program Stages.

In achieving school quality improvement, an integrated, comprehensive and leverage program phase is designed to motivate teachers and principals so that the objectives of the program can be realized. One way to achieve this is to provide integrated training that is programmed and periodically held and has sustainability in terms of practical implementation in the field.

4.3. Program Implementation Results

The Indonesian Literacy School Program is divided into 2 types, namely: School Assistance Program and School Initiation Program. The School Assistance Program is focused on schools that have been established by providing mentoring through principals and teachers with the aim of improving school quality / performance. Meanwhile, the School Initiation Program is focused on the establishment of new schools in selected locations, provided there are no educational institutions that can be accessed by the surrounding community.

The program implemented in the Meranti and Nunukan regions is a School Initiation Program by establishing educational institutions that can be accessed by the surrounding community. Several stages were carried out for the School Initiation Program until finally the school stood.

The results of the School Initiation Program are measured using tools to assess school performance. Measurements using this tool are done twice, namely: before the program is implemented and after the program is implemented.

Measurement results show that there is an increase in school performance / quality points in pre and post implementation programs, both in the Meranti region (100 points increase) and in the Nunukan area (374 points increase). This means that the implementation of the Indonesian Literacy School Program has succeeded in improving the quality of schools in the Indonesian Home region (Figure 3).
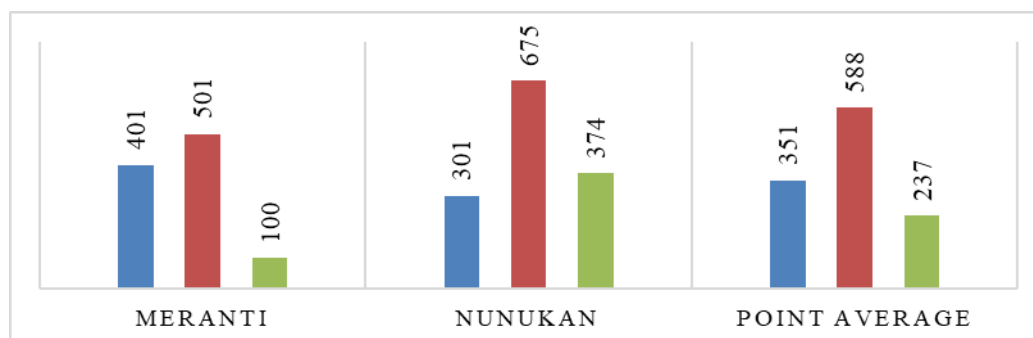

Figure 3. Points of Performance Measurement for Meranti and Nunukan Regional Schools

Figure 4 shows the results of the measurement of school performance in pre and post intervention programs based on 6 criteria. The results showed that the highest score increase was in the Learning Leadership Criteria (22 points increase). Learning Leadership Criteria consist of 3 indicators, namely: School Strategic Planning, Resource Management, Synergy and Networking. Meanwhile, the lowest score increase was in the Literacy and Mathematical Criteria (8 points increase).
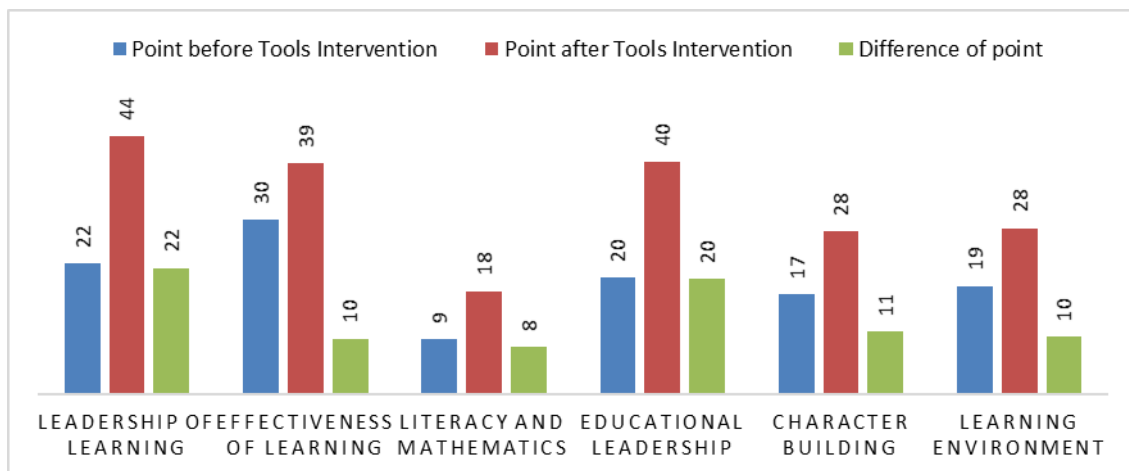
Figure 4. Points of Performance Measurement for Meranti and Nunukan Regional Schools Per Criteria

5. Conclusion

The conclusions of the results of this study, namely: 1) Based on the model that has been prepared, it can be concluded that the stages of the Indonesian Literacy School program are divided into 3, namely: Program Preparation Stage, Program Implementation Phase, and Program Final Stage. The details of each stage are as follows: a) The Program Preparation Phase consists of: school selection and regional potential assessment, signing of an MoU with schools, program launching / socialization, and initial measurement of school performance using the Uswah Method, b) Stage of Program Implementation. This phase is an intervention phase of the Indonesian Literacy School model in eight (8) selected schools. The activities at the implementation stage of this program are: School Strategic Discussion (SSD), training, mentoring (coaching and consulting), monitoring and evaluation, and consultation and mentoring, c) The final stage of the program consists of: the final measurement of school performance using the Uswah Method, the Customer Statistics Index (CSI) measurement / program beneficiary satisfaction, and the final program report.2; 2) The results showed that there was an increase in school performance / quality points in pre and post implementation programs, both in the Meranti region (100 points increase) and in the Nunukan area (an increase of 374 points). This means that the implementation of the Indonesian Literacy School Program has succeeded in improving the quality of schools in the Indonesian Border region.

Acknowledgments

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