



## Evaluation of Multi-Literacy Education Program at The Community Learning Activity Center in Palangka Raya City

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**ABSTRACT.** This is related to the quality of one's life so that it can open up public insight. The purpose of this study was to analyze the evaluation of the program on the aspects of context, input, process, and product of the multi-literacy education program at Learning Center (PKBM) Luthfillah, Palangka Raya. PKBM is an educational facility provided to provide non-formal education for citizens. Evaluation of the program that has been implemented uses the Context, Input, Process, and Product (CIPP) model by analyzing the components of the context, input, process, and product of the Multiliteracy Education program implemented. This research is a type of qualitative research. The research instruments used were observation, interviews, and documentation. The results of the research show: (1) in the context aspect, the program implemented has fulfilled the learning needs of the students, and the program objectives can be achieved as expected; (2) in the input aspect, educators and program organizers already have the expected competencies. It's just that for the initial abilities of students, the basic requirements for ownership of the Sukma have not been met; (3) in the process aspect, the learning strategies used are in accordance with the conditions of the students, namely andragogic, practical, and thematic strategies; (4) in the product aspect, students have graduated from the advanced literacy education program and have been able to apply the learning outcomes that have been obtained. However, the student's graduation certificate has not been received in the form of SUKMA-L.

**Keywords:** *Program evaluation, CIPP, Multiliterate Education Program*

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## INTRODUCTION

Human resources with high quality, character, and competitiveness are highly expected to be formed in the current era. In the context of community development, efforts in various sectors of life require individuals who have good character, knowledge, and skills that are qualified. This, of course, can be realized through the educational process. A well-directed educational process will be able to achieve expectations in realizing reliable human beings, not only at the global level but also at the international level. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, education is directed to form superior, intelligent, and characterized human resources (U. 2003). Therefore, education is not only carried out through formal channels or school education but also through non-formal channels or outside of school. Non-formal education is usually carried out by targeting community members who need educational services outside of formal education to support lifelong education. By participating in educational activities in the non-formal education path, students can have knowledge and skills that are functional in addition to developing attitudes.



One non-formal education program implemented to support lifelong education is the multi-literacy education program (Kementerian Pendidikan dan Kebudayaan, 2016). This multi-literacy education program continues the basic literacy education program, which is directed at developing the literacy of non-literate citizens aged 15-54 years (Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, 2018). Through this program, the community is educated to have the ability to read, write, and count. In addition, it also equips students to develop their abilities in overcoming problems in life. In other words, the literacy skills possessed by students through this program can be utilized in everyday life. This is like a literacy education program initiated by the Ministry of Education and Culture to prepare an advanced and illiterate-free Indonesia. The program is not only a national movement but also a community movement in reducing illiteracy rates and minimizing gaps in each region of Indonesia (Kementerian Pendidikan dan Kebudayaan, 2016).

As part of the program to eradicate illiteracy at an advanced stage, the multi-literacy education program is carried out considering the very important ownership of literacy for the community. According to Daniel Lerner in Marzuki, reducing the level of illiteracy will increase the openness of the social community to information media (Marzuki, 2010). Furthermore, this condition will have a major impact on the economy and public participation in politics. Furthermore, literacy skills provide many benefits, one of which is to increase the role of society in the function of social and cultural hegemony, is a clear form and symbol, and provides enormous benefits to other factors, such as social characteristics, ethnicity, gender, or race. To the local institutional, social, economic, and cultural context (Sanggar & Belajar, 2019).

In 2014, the Multiliteracy Education Program to solve the problem of illiteracy was implemented because there were still a large number of illiterate people at that time, namely 5,984,075 people or 3.70% of the Indonesian population. This program covers reading, writing, and arithmetic and can improve their role in life. The importance of literacy for society is because it is related to the quality of one's life so that it can open people's horizons in knowing the world around them, understanding problems in their environment, actively participating in the development and democratic life, as well as strengthening their cultural identity, obtaining and managing information needed today (Ditbindiktara, 2016). Data obtained from the Central Statistics Agency in 2019 in Central Kalimantan recorded that the illiteracy rate of the population aged 15 years was 0.78%, aged 15-44 years was 0.11%, and those aged 45 years and over amounted to 2.34%. Of the total population of Central Kalimantan. Compared to the previous year, the data on the number of illiterate people has decreased. This indicates that the more massive multi-literacy education activities or programs carried out will impact increasing reading and writing skills and being able to reduce illiteracy in Central Kalimantan. It is very important to maintain the literacy of people who are already literate and must be maintained so that they do not return to illiteracy (BP-PAUD & Tengah, 2018).

The Palangka Raya Education Office reviewed at least 17 Community Learning Activity Centers, referred to as PKBM (BP-PAUD & Tengah, 2018). PKBM Luthfillah implemented the Multi-literacy Education Program from 2017 to 2019 by seeing the importance of multi-literacy education programs being implemented in this area, considering that most of the community members in the area still need multi-literacy education programs. Based on the results of interviews with the organizers of the PKBM Multi-Literacy Education Program, information was obtained that the activity was held based on the needs of the local community who had previously completed the Basic Literacy Education program and required follow-up activities so that the community could maintain their abilities so as not to result in illiteracy again. Based on these conditions, PKBM Luthfillah, as a non-formal education unit, provides multi-literacy education services tailored to the community's environmental conditions that become its students. So that an evaluation of the program that PKBM has implemented needs to be done to determine the level of achievement of program objectives in accordance with the standards or

criteria for implementing multi-literacy education programs. This program evaluation activity is an effort to collect valuable information in assessing the suitability of multi-literacy education programs to achieve predetermined goals.

Evaluation of the multi-literacy education program organized by PKBM Luthfillah is only done internally through organizers and educators' meetings when there are obstacles in implementing learning. A comprehensive and detailed evaluation of this program has never been carried out, especially in a study (I. M. & F. A. Ali Sadikin, 2020). Therefore, an evaluation of this program is needed to see whether the program being implemented is following the instructions for implementing the multi-literacy education program that has been determined. This analysis of the multi-literacy education program at PKBM Luthfillah Palangka Raya will produce recommendations that are a follow-up to the programs that have been implemented (I. M. & M. S. Ali Sadikin, 2020). Based on this explanation, the purpose of this study is to examine the suitability of the context, input, process, and product of the multi-literacy education program organized by PKBM Luthfillah Palangka Raya.

## **METHOD**

The type of research in this article uses qualitative research. This type of research was due to the few objects being targeted, namely program organizers, educators, and some students. This research was conducted by digging in-depth data about the implementation of multi-literacy education programs in terms of concepts, inputs, program implementation processes, and the program's products. The research was conducted at PKBM Luthfillah, located on Jalan Rindang Banua, Palangka Raya city. The reason for choosing this place is that this PKBM is the only PKBM that has implemented a multi-literacy education program in Palangka Raya from 2017 to 2019. In addition, the program appointed by the researcher has never been studied before.

The research data were obtained from the research subjects and completed by the informants. The data extracted is related to the object under study, namely the Multi-literacy Education Program at PKBM Luthfillah, Palangka Raya City. The primary data that will be extracted from this research process is data on inputs, processes, products, and outcomes of multi-literacy education programs. (b) Secondary data is collected in the form of activity reports to related parties and documentation of the implementation of activity programs that have been carried out in the form of photos and videos. The data analysis process is carried out through data reduction, data display, interpreting data, and concluding and verifying data.

As the main step of research activities, instruments play an important role in order to meet the specified data standards. The instruments used in this study were observation, interviews, and documentation. Observations were made on the program implementation environment (the suitability of the programs implemented with the program targets), and observations were also carried out on the availability of facilities and infrastructure that support the smooth implementation of the program. Interviews were conducted to collect data on program objectives, program inputs, program implementation processes, results achieved through programs that have been implemented, and the impact of programs implemented on the daily lives of students participating in multi-literacy education programs. The documentation is carried out through program implementation documents, data for students, educators, and managers, photo and video documentation of program implementation activities, and data on student learning outcomes who have participated in multi-literacy education activities.

## RESULT AND DISCUSSION

### Result

The Multiliteracy Education Program at PKBM Luthfillah was carried out from 2017 to 2019. The multi-literacy education program aims to provide literacy skills to students, including literacy. In addition, through program innovations carried out by carrying out activities that bring back local culture, students are given knowledge about Dayak cultural literacy. The program's innovation is an attraction for students because, in addition to being able to hone their literacy skills, they also acquire skills that are in line with their daily interests and fields of work. In the learning process, students learn about things related to something close to their environment by using methods that are in accordance with adult learning methods to maintain their literacy. The themes learned in the activity process are related to themes that are close to the lives of the students, such as health, healthy food, the use of local wisdom, and waste recycling.

### *Evaluation of Multiliterate Education Program Context*

Context evaluation is related to situational data regarding the needs of the implemented program, program objectives, and their relevance to existing environmental conditions. Evaluation of the context of the Multiliterate Education Program includes the vision and mission, background, and objectives of the implementation of the Multiliterate Education Program. PKBM Luthfillah Palangka Raya has the vision to become a reliable and superior non-school educational institution in forming the Pahandut Village community who are academically knowledgeable, skilled, have a noble character, and are independent. To realize this vision, PKBM Luthfillah has the following missions:

1. Instilling character education and creative economic education for community members;
2. Developing the interests and talents of participants based on entrepreneurship by instilling a reliable entrepreneurial spirit for students;
3. Creating a society that has academic knowledge and skills in cultivating an entrepreneurial spirit for people who have honesty, discipline, never give up, and are polite to improve the quality of life and welfare of the community;
4. Instilling religious understanding from early childhood to old age.

From the vision and mission of PKBM Luthfillah, it is illustrated that through implementing its programs, apart from providing knowledge and skills to the people who become its students, it also emphasizes the development of attitudes, for example, honesty, discipline, and never giving up. The following is an excerpt from an interview with one of the tutors:

*"...So, it is necessary to implement programs that can hone the literacy skills of the community so that they have literacy skills. The first literacy is the ability to read, write, and count. This ability will empower students to be able to explore written knowledge and information from various sources of information. So that they can keep the literacy they already have..."* (NA/2021).

The socio-economic background of the surrounding community has precarious work, so they are interested in skills that can improve the skills they already have. It is hoped that with these kinds of skills, they can increase their role in the areas of their lives. In addition, it equips students with literacy skills that are honing life skills tailored to the interests and conditions of the community environment, such as preserving ancestral culture through tracing recipes for Central Kalimantan Dayak cuisine. The goal is that in addition to students being able to learn to read, write, and count related to the material with the theme, they can also take part in the preservation of regional culture through Central Kalimantan's Dayak cuisine.

### *Evaluation of Multiliterate Education Program Inputs*

This input evaluation focuses on the strategy or plan that underlies the implementation of the program; the resources available to implement the program plan. Evaluation of inputs is related to initial capabilities, resources involved in implemented programs plans to achieve

program objectives, budgeting, and available facilities and infrastructure. The researcher describes the input evaluation as follows.

The initial abilities of students are very diverse, so their abilities are also basic literacy, mastering the basic skills of reading, writing, and arithmetic. The initial abilities of students are very diverse, meaning that not all of them are fluent in reading, writing, and arithmetic. Knowing the initial abilities of these students will be the basis for educators in determining the right approach to students. According to one manager, it was stated that the criteria for an educator are to be able to manage to learn and have competencies that support the learning process. According to him, education must have the expertise to achieve the program correctly. The following is an excerpt from an interview with him:

*“Educators and education staff must be able to manage learning and the competencies that support the ability of educators to present learning activities. So that the role of an educator in the success of the learning process will also have an impact on the success of the program. Educators must be academically capable and have certain expertise in the field of skills and know the character of their students. In this case, the program organizers must also have certain criteria that must be met so that the program can be implemented properly. As the person in charge of the activity, the organizer must be able to manage the implementation of activities in a planned manner and require other special competencies that can support the smooth implementation of the program” (AS/2021).*

Another thing that supports the evaluation of the input for the Multiliteracy Education Program is the curriculum used. The learning content raised must be appropriate and in accordance with the life background of the students so that learning activities can be meaningful and useful for their students. The themes raised in learning activities are also adjusted to the choice of themes in the curriculum by the relevant Directorate (Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, 2018). The theme that was raised was health with a sub-theme that was in accordance with the life background of students, namely healthy food, local wisdom of the community, and recycling of used goods.

Another important input aspect in supporting the implementation of the Multi-Literacy Education Program is that adequate facilities and infrastructure for implementing the learning process are fulfilled to provide convenience in implementing activities so that activities can run smoothly. In the end, it is hoped that the program objectives can be achieved in accordance with expectations (Ditbindiktara, 2018).

### ***Evaluation of the Multiliteracy Education Program Process***

Evaluation of the implementation of the Multiliteracy Education program is part of the evaluation process. In this evaluation, it will be seen whether the program plan is implemented as expected. The evaluation of this process includes the timing of the program implementation, the strategies used, the effectiveness of the resources involved in it, and both educators, students, and program organizers. In the evaluation of this process, obstacles were also explored during the implementation of the relevant program (Sudjana, 2008). The PKBM Luthfillah Palangka Raya Multi-Literacy Education Program is carried out for approximately three months with an allocation of 65 lesson hours. Meetings are held 2 (two) to 3 (three) times a week with an allocation of time for each meeting for 3 (three) to 4 (four) hours.

In the learning process carried out, educators need to implement strategies that follow adult learning, considering that students in the Multiliteracy Education program consist of adults who in certain learning need adjustments to their daily life experiences such as skills and practice, and analyze the price of materials used in the learning process. Practice activities. So, it can be concluded that the activities carried out in the learning process are related to skills that can be implemented in everyday life. In addition, the learning process must be able to create a learning climate that is fun, motivating, and understanding what is being taught. The success of learning activities is also inseparable from the active role of students and their presence so that they show

active participation in the program being run. The following is an excerpt from an interview with an educator.

*“To implement the above program, skills related to literacy education competencies are needed. The main point in the literacy learning process is in the form of exploring knowledge that comes from the life experiences of students or experiences that are lived daily. Learning must also be able to change the outlook on life with more fun, foster interest, and motivation. Then the success of the learning cannot be separated from the active role of the students themselves” (NA/2021).*

Another factor that supports the success of the program is the effectiveness of educators in carrying out a meaningful learning process if educators can provide learning activities that can meet the learning needs of students. The materials taught include making herbal medicine, certain food recipes, and how calculating the cost needed to make certain recipes. They can use the recipes that have been made for their own purposes in compiling menus for the family and for business needs. The effectiveness of the implementation of the Multiliteracy Education Program is also inseparable from the ability of the organizers to manage activities during the program. The selection of activities that are in accordance with the needs of students, the provision of supporting facilities and infrastructure, and facilitation during the activity are supporters of the success of the program. In the implementation of activities, the organizers of the activities have provided the services needed by the surrounding community in accordance with the life background of the students. This is evidenced by the activities of food processing, entrepreneurship skills, and processing of used materials carried out in the Multiliteracy Education Program.

### ***Product Evaluation of Multiliteracy Education Program***

According to Arikunto (Arikunto & Jabbar, 2014), product evaluation is a form of evaluation that can show changes in raw input. Evaluation of the product explores the results that have been obtained by students after participating in the activity and whether they have succeeded in participating in the activity. Here's an interview excerpt:

*“At the end of the activity, students are given exams and assessments as a benchmark for the success of a literacy education program. When declared passed, students are given a literacy certificate or what we usually call soul. However, another output is that learning must be able to grow the interests and needs of students in applying learning outcomes in everyday life” (NA/2021).*

At the end of the Multiliteracy Education Program program, there is an assessment or final assessment that measures the final abilities of students as a result of learning during the program. Certificate of Advanced Literacy (SUKMA-L) is a graduation certificate that must be owned by students as proof that they have completed the Multiliteracy Education Program issued by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan, 2016). In this context, the learning carried out in the Multi-Literacy Education Program must be able to touch the interests and needs of the students to be meaningful so that the learning outcomes that have been obtained can be easily applied in everyday life. The ability of students to apply their learning outcomes is a determining factor for the success of the Multiliteracy Education Program. Examples of activities that have been implemented by them are making processed foods, at least for consumption by their own families.

## **Discussion**

### ***Context Evaluation***

According to Arikunto (Arikunto & Jabbar, 2014), evaluation is carried out to collect various information that can be used to find alternative solutions that are appropriate for follow-up. This evaluation activity certainly requires standards or criteria that become indicators of the success of the implementation of the Multi-literacy Education Program. Determination of criteria in an evaluation activity is needed as a benchmark in the assessment so that the results of the

assessment can be accounted for. This is explained by Arikunto and Jabbar (Arikunto & Jabbar, 2014) in their book regarding the need for evaluation criteria. There are five important things with the criteria that have been determined by the evaluator, namely strengthening the assessment of the object, can be used to account for the results of the assessment, minimizing subjective elements, getting consistent evaluation results, and having the same interpretation even though it is used by different subjects.

In implementing the PKBM program, Luthfillah Palangka Raya has determined a clear vision and mission and has contributed to fostering community members around PKBM so that people who have limitations in accessing education at the formal school level have the opportunity to have knowledge and skills through the program held. The Multiliteracy Education Program at PKBM Luthfillah is carried out so that students who already have literacy skills are not illiterate again. The implementation activities can be seen from the documentary evidence in the form of a presence owned and the monitoring sheet made directly by PKBM Luthfillah. PKBM Luthfillah also carries out periodic assessments to improve the multi-literacy education program.

The community's need for the importance of mastering special skills related to their daily lives is also the background for the implementation of the Multi-Literacy Education Program at PKBM Luthfillah Palangka Raya. In practice, this program guides students to create works related to the life skills of their students. The skills that students have in everyday life are developed through their participation in the Multiliteracy Education Program, for example, by learning to read, trying recipes, discussing the differences in recipes based on daily experience, calculating capital for entrepreneurial needs with the material being taught, and ends with the work of realizing the results of the discussions, reading, writing, and arithmetic that they have carried out. With this activity, students can improve the skills needed and, in the end, can increase their role in society (Stufflebeam & Zhang, 2017).

The above is undoubtedly in line with the hope that the implementation of literacy education to develop quality human resources is not only educating the public to read, write, and count, but literacy education is the development of individual abilities to be able to overcome life's problems. Human development and empowerment through the educational process are important to achieve a better life. Suyono conveyed this in Marzuki (Marzuki, 2010) that human development and empowerment is a process of human development towards the total capacity to achieve a more dignified and prosperous life.

**Table 1:** Context Evaluation

<b>Evaluation Component</b>	<b>Indicator</b>	<b>Field Finding</b>	<b>Decision</b>
Vision and mission	Have a vision and mission that supports the Multiliteracy Education Program	PKBM Luthfillah has a clear vision and mission that supports the Multiliteracy Education program	The existing vision and mission are maintained
The background of the multi-literacy education program at PKBM Luthfillah	The program implemented can meet the learning needs of students	The program implemented can meet the needs of students who need literacy education programs	The program is maintained because it refers to the needs of students
Implementation goals or targets	The program is intended to be able to maintain the literacy of students and increase their role in society	Learning objectives are clearly defined and achieved. Literacy of students can be maintained and students can increase their role in society	This goal is maintained because the existing goals and targets have been clearly described and are in accordance with the objectives of implementing the multi-literacy education program and these goals can be achieved.

Based on the evaluation of the context aspect, all components of the vision and mission, background, and program objectives have met expectations. The program that has been

implemented has been carried out referring to the learning needs of the students. Besides that, the learning objectives are also in accordance with the objectives of implementing the Multiliteracy Education program, and these objectives can be achieved as expected. However, every program must continue to be improved for a better activity. In the syllabus of the ministry of education and culture. The activity context approach can also not only be done with a conventional approach but can also use other media such as gadgets which are very massive in the current digital era (Suminar et al., 2021).

### ***Input Evaluation***

In the technical instructions written by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan, 2016) students in multi-literacy education are illiterate residents aged 15-59 years, priority 45 years and over who have achieved basic literacy competence and have a Letter of Literacy Certificate (SUKMA) which managed by the educational unit. From the activities carried out, it is known that the initial abilities of the students are very diverse; not all students have the ability to read, write, and count fluently. This is because each student's ability is not the same as one another. However, with a certain approach, educators can overcome this diversity of abilities in learning activities so that learning objectives can be achieved.

Friedrich Herbart in Sumiati and Asra (Sumiati & Asra, 2007) expresses his view that to start a learning process, the teacher must first know the abilities of the previous students. This ability is the basis for carrying out various learning activities, either through discussion, problem-solving, or other activities. The skills required as an educator of the Multiliteracy Education Program have been met. As educators, they are able to apply appropriate learning strategies in learning activities. They apply the concept of andragogy in activities that adults follow. In addition, the learning content they present is always related to aspects of the lives of their students. So that what they teach brings benefits that students in everyday life can apply. The teaching staff in the Multiliteracy Education Program consists of educators or tutors and resource persons (Stromquist, 2009).

The curriculum of the Multiliteracy Education Program uses a functional thematic approach by raising various themes that are integrated with the lives of students contextually. This is in accordance with the Minister of Education and Culture Regulation No. 42 of 2015 concerning the Implementation of Advanced Literacy Education, themes and sub-themes that can be developed for multi-literacy learning can include insight and literacy on science and technology, health and sports, arts, culture, politics and certain nationalities of interest related to the work or profession of students. During the implementation of the Multiliteracy Education Program at PKBM Luthfillah raised themes close to his students' lives. The first theme is related to art and culture, namely, Search for Traditional Recipes of Dayak Central Kalimantan. In learning activities, students are taught to read, write, count, and practice traditional Central Kalimantan Dayak recipes based on the results of student discussions. The recipes discussed can come from the recipes they practice every day or from their colleagues' information. From this activity, students can share information about their recipe knowledge. In addition to being able to acquire knowledge and skills, students also participate in preserving local arts and culture or the local wisdom of Central Kalimantan.

Based on the above, it can be said that the curriculum developed in the implementation of the Multiliteracy Education Program at PKBM Luthfillah is already based on the lives of its students (Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, 2018).

**Table 2:** Input Evaluation

<b>Evaluation Component</b>	<b>Indicator</b>	<b>Field Finding</b>	<b>Decision</b>
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Initial ability of students	Students are citizens of the community who are early literate	Students are already literate early. Some have already followed Basic Literacy	Previous students need to have a basic level of Sukma
Availability of educators and education personnel	Educators and organizers have the expected competencies as educators of the Multiliteracy Education Program	Educators and organizers have competence as educators and program organizers	Educators and administrators already have the required competencies but still have to improve their competencies through training and technical guidance in the field of literacy.
Curriculum and supporting infrastructure for the Multi-literacy Education Program at PKBM Luthfillah	The curriculum used is in accordance with the publications of the Directorate of Literacy and Equality Education. Have adequate facilities and infrastructure to support program implementation	The curriculum used is in accordance with the publications of the Directorate of Literacy and Equality Education Development. Have adequate facilities and infrastructure to support program implementation	The curriculum used is appropriate and continues to provide a curriculum that is in accordance with the local regional context. Facilities and infrastructure are adequate to support program implementation. Only an increase in the number of skill tools is required

In evaluating the context aspect, all aspects components are pretty good. It is necessary to pay attention again to the student's initial abilities components. Then educators and education staff have qualified competence in carrying out educational program activities. However, education and education staff must continuously improve their competence related to literacy education. Then the last input aspect is the curriculum and infrastructure. The curriculum at PKBM Luthfillah follows what has been issued by the Directorate of Literacy and Equality Education Development. The curriculum has provided local content according to each region. For facilities in Luthfillah's PKBM, it is still necessary to increase the number of facilities in the form of skill tools. However, the input aspect in literacy education activities has met the criteria and standards of the government.

### ***Process Evaluation***

The Multiliteracy Education Program at PKBM Luthfillah Palangka Raya is carried out for approximately 3 (three) months with an allocation of 65 lesson hours. Meetings are held 2 (two) to 3 (three) times a week with an allocated meeting time of 3 (three) to 4 (four) hours. The educators and organizers have adjusted the number of lesson hours with the time set for implementing the Multiliteracy Education Program based on Permendikbud No. 42 of 2015. Based on this policy, the implementation of the Multiliteracy Education Program is carried out for approximately three months with an allocation of 86 lesson hours.

Multiliterate Education Program learning activities include learning content, and appropriate learning strategies will support the smooth process of learning activities. Seeing the results of the documentation and interviews with the educators and program organizers, the learning activities of the Multiliteracy Education Program were carried out in accordance with the mandate of the Minister of Education and Culture above. The process of learning activities has a functional learning strategy or multi-literacy education learning process that has been carried out according to the daily needs of students. The process of learning activities also has a learning strategy with practical thematic principles by raising themes in accordance with the guidelines from the Directorate of Literacy and Equality Education Development, namely arts and cultural themes and health themes (Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, 2018). In the learning process, activities are not only directed to the process of acquiring knowledge but are also practiced in the works of students. The works produced are processed food products made jointly by students during practical activities, recycled waste from cardboard, processed herbal medicine or health drinks, and other works.

The active role of students in this activity certainly contributes to the success of the program being implemented. The active role of students can be seen in attendance, activeness in joint discussions in learning activities, reading, writing, arithmetic, and participating in skill activities given during learning. The attendance rate of students is 80% of the total. Activeness in exploring knowledge and participating in skill activities is also an indicator of the activeness of students while participating in multi-literacy education learning activities (Kosasih, 2014). Educators and education staff are required to be professional in carrying out their duties. Learning activities will be meaningful if educators can provide learning activities that can meet the learning needs of students. In addition, the ability of educators to carry out a series of learning processes also determines the success of the learning (Gunawan & Benty, 2017).

The effectiveness of the implementation of the Multiliteracy Education Program is also inseparable from the ability of the organizers to manage activities during the program. Program organizers are responsible for managing activities properly. The management of the Multiliteracy Education program carried out by Luthfillah's PKBM has been carried out properly by determining activities that are in accordance with the background of students, involving educators who understand the learning approach to adults, providing appropriate facilities and infrastructure and supporting learning activities, the curriculum in accordance with the program implemented, up to the determination of learning time.

**Table 3:** Process Evaluation

Evaluation Component	Indicator	Field Finding	Decision
Implementation of Multiliteracy Education Program (implementation time)	Implementation of the program for 3 months with an allocation of 86 hours of lessons	Implementation of the program for 3 months with an allocation of 86 hours of lessons	Alokasi waktu yang digunakan sudah sesuai dengan target
Strategy used	The strategy used is andragogy in accordance with adult learning methods, functional and thematic practice Attendance of students at least 70%	The strategies used are in accordance with adult learning methods, functional and thematic practices Attendance of students at least 80%	The learning strategy used is appropriate  The absence of students can also be overcome by dividing students per study group (1 group of 10 students) and Educators and administrators need to be involved in literacy education associations.
The effectiveness of students in participating in the Multiliteracy Education Program;	educators are able to organize learning activities that suit the needs of students and organizers are able to support the smooth implementation of the program.	Educators are able to organize learning activities according to the needs of students and organizers are able to support the smooth implementation of the program.	
Effectiveness of educators and education personnel	obstacles in program implementation	obstacles in program implementation	The organizers must also increase cooperation with the PNFI sector of the Palangka Raya City Education Office.

From the evaluation of the process aspects, it was found that all elements of these aspects from the process of implementing activities, learning strategies, the effectiveness of students, educators, and organizers of activities were in accordance with the activities and the obstacles faced could be overcome. However, a part needs to be considered, namely the number of students in one class. Based on the technical guidelines for implementing the Multiliteracy Education Program, learning should be carried out in the form of study groups, not classically. This means that there are improvements related to the technical literacy learning process that needs to be considered by PKBM Luthfillah. As referred to by the technical guidelines of the

literacy education program, the study group is nothing but so that there is more interaction between educators and students of the literacy program. In addition, the interaction between students is also built with the socialization that exists in one class of study groups. The final goal is to make literacy education more effective (Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, 2018).

### **Product Evaluation**

The Multiliteracy Education Program has a goal so that students can maintain their literacy and increase their role in people's lives through inculcating attitudes and providing knowledge and skills that students can apply in everyday life. This learning activity aims to instill a positive character and provide helpful knowledge and skills for life. This is in line with the statement of Sumiati and Asra (Sumiati & Asra, 2007) that the learning process is a stage that has the ultimate goal of learning outcomes. Furthermore, these learning outcomes can also provide changes either through the skills of thinking, behaving, or doing a particular activity.

The success or achievement of students at the end of learning activities is also seen from the evaluation or final ability test of students. At the end of the program, students will receive a Certificate of Advanced Literacy (SUKMA-L) issued by the Ministry of Education and Culture and signed by the head of the Informal Non-Formal Education Division of the City District Education Office as proof that they have participated in this program. However, they have not been given the SUKMA-L from the activities they participate in because this graduation certificate is still being processed based on information from the organizers. This reduces the appreciation for students. The program organizers should take care of the SUKMA-L as soon as possible after the students finish participating in the program. On average, the learning materials obtained by students of the Multi-Literacy Education Program at PKBM Luthfillah can already be applied by students in their daily lives. Students have utilized the knowledge and skills learned for use in their families, and some have already implemented it in the form of entrepreneurship. This shows that the purpose of this program is that the students can further enhance their role in society can be achieved.

Basically, learning outcomes are not only characterized by increased knowledge and skills. Learning outcomes should contain meaning for students, problem-solving abilities, family life, and society. The learning outcomes that students of the Multiliteracy Education Program have obtained can already be applied in everyday life. Students can make their learning outcomes improve the quality of their role in family and community life (Wijayanti, 2014).

**Tabel 4:** Product Evaluation

<b>Evaluation Component</b>	<b>Indicator</b>	<b>Field Finding</b>	<b>Decision</b>
Students who pass the Multiliteracy Education Program	Students who are declared passed will receive a Certificate of Advanced Literacy (SUKMA-L)	Students have passed but have not obtained the SUKMA-L	The organizers immediately took care of the issuance of SUKMA-L for students.
Functionalization/implementation of learning activity results	Students are able to implement the knowledge and skills acquired in everyday life	Learners can implement learning outcomes according to their needs	Organizers continue to provide assistance to students so that they can implement the results learn it. It would be great if it could be used for entrepreneurship

In product evaluation, it can be seen that PKBM Luthfillah has carried out activities following the objectives and technical instructions of the literacy education program. There are 2 product evaluations, such as products in the form of graduates from PKBM Luthfillah as the main indicator of the success of literacy education activities. Second, functionalization of activities where participants can implement all the knowledge and skills acquired in everyday life

and increase the benefits of their knowledge. In this aspect of the product, PKBM Luthfillah, as a non-formal educational institution, can become an alternative to running literacy education programs.

## CONCLUSION

From the evaluation carried out on the Multiliteracy Education Program, researchers can conclude aspects of context, input, process, and product. The components of the contextual aspects of the program's vision and mission, background, and objectives have met expectations. The Multiliteracy Education Program implemented in PKBM has referred to the learning needs of its students. The purpose of implementing the Multiliteracy Education Program at PKBM Luthfillah is in accordance with the expected goals of the Multiliterate Education program. In practice, this goal can be achieved as expected. The components in this input aspect are in accordance with predetermined criteria. Educators and organizers of the Multi-Literacy Education Program at PKBM Luthfillah have competence in carrying out learning activities.

Likewise, program managers have competence in managing Multiliteracy Education programs. It is just that the components of students' initial ability are still not in accordance with the provisions of the technical instructions for the implementation of this program. This program is an advanced literacy program that requires students to have a Certificate of Advanced Literacy (SUKMA). In contrast, from the findings in the field, the students do not have the certificate. From the evaluation of the process aspect, it was found that all aspects of the process of implementing activities, learning strategies, the effectiveness of students, educators, and activity organizers were in accordance with the technical instructions for the implementation of other literacy education programs, as well as the obstacles faced could be overcome. However, apart still needs to be considered, namely the number of students in one class. Based on the existing technical instructions, learning should be done in study groups, not classically. The evaluation carried out on the product aspect shows that students have graduated from this advanced literacy education program and can apply the learning outcomes they have obtained. However, the thing that is still not appropriate is that the student's graduation certificate has not been received in the form of SUKMA-L. Basically, all components in all aspects of the program evaluated from the Multiliteracy Education Program at PKBM Luthfillah have met the criteria for the Technical Guidelines for the Implementation of the Multiliterate Education Program.

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