

## **THE USE OF LEARNING-PICTORIAL CARDS IN ELEMENTARY FUNCTIONAL LITERACY EDUCATION ACTIVITIES IN A COMMUNITY LEARNING CENTRE (PKBM): A CASE OF AL-ISHLAH JAKARTA PUSAT**

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**Abstract:** Functional literacy (FL) is an approach to eliminate illiteracy from society through non-formal education. Through this program, learners are expected to acquire a degree of comprehension and awareness concerning their social, economic, and political strength which will enable them to gradually improve the quality of their life. Illiterate people always face a dilemma emanating from the constraints and limitations to perform their daily tasks; it characterizes their life. The high level of illiteracy in undeveloped society brings about the existence of functional literacy programs. Literacy education programs are not optimal due to, among other factors, the use of ineffective teaching/learning media. In learning process, the learners easily get bored. Therefore, it is important to use appropriate learning media, including learning/pictorial cards. Learning/pictorial cards are a learning media that combines letters, words, and pictures in a card to be used in learning process. The present study investigates whether the use of learning/pictorial cards as learning media in functional literacy program can improve the learning result of FL learners. Classroom action research is the method selected for that purpose. There are 10 people chosen as the subject of the study. Data is processed and analyzed through observation in two cycles (Cycles I and II). Based on the observation in Cycle I, it is found that there are four learners who fail the program. Later, in Cycle II, it is found that all learners actively participate in the lessons.

**Keywords:** Cards, functional literacy, learning, literacy and community learning centre (PKBM).

### **INTRODUCTION**

Literacy is a skill that everyone needs in this rapidly changing world; it is also a human right (Kusnadi, 2003a; Kusnadi, 2003b; Kusnadi, 2003c). Functional literacy program is an innovation in Non-Formal Education to empower illiterate people in society (Sudjana, 2008). Illiterate people face various complex problems in their daily life, including the difficulties in guiding and assisting their children to finish homework from school (Dimayati and Mudjiono, 2006). Illiterate people cannot actively participate in national development due to their reading, writing, and numerical inabilities (Ditjen PLSP, 2002); for instance, they have difficulties in civil administration processes such as registering for identity card or driving license. In short, they tend to depend on other people in many areas. Functional literacy program is expected to be a solution for the problems of illiterate people, to improve their life in general. In Indonesia, the number of illiterate people is high. The Ministry of National Education reported that in 2011, there are 7.76 illiterate people of 15 years old and above in Indonesia.

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The high number of illiterate is closely related with the problematic learning process. In PKBM Al-Ishlah Jakarta Pusat, for example, FL learning faces various challenges, including that the learners feel bored and unmotivated, as evidenced in the fact that there are some learners who repeatedly join the functional literacy program.

For functional literacy program to motivate learners, more effective learning strategies are needed. The learning methods and media in functional literacy should be able to improve learners' comprehension of their lessons. Educators have to be able to use available materials, and are required to create and develop appropriate learning media to be used in FL program, should any such media is not available. One way to improve the quality of learning is by using learning cards media in the program.

The problem is, whether the use of learning cards in functional literacy program can improve learners' reading, writing, and numerical skills in PKBM Al-Ishlah Jakarta Pusat.

This problem will be investigated through a classroom action research. Classroom action research is an investigation of activities deliberately performed and occurred in during functional literacy program in PKBM Al-Ishlah Jakarta Pusat.

Based on the background outlined above, the present study is entitled "The use of learning cards media in functional literacy (FL) learning to improve learners' reading, writing, and numerical skills in PKBM Al-Ishlah Jakarta Pusat.

## **THEORETICAL REVIEW**

### **FL Learning and FL Learning Media**

Skinner (Arni: 2007) stated that learning is a process of changing behavior. The changes may be in over behaviors or in inner behaviors (AA, Waskito, 2016). Behavioral changes from learning are usually permanent, or sustained in a relatively long time, so that the behavior can be used to respond to similar stimulus.

Functional literacy, according to Napitupulu (Kusnadi: 2003), is: "defined as basic knowledge and skills needed by everyone in the rapidly changing world. In every society, literacy is a skill that everyone needs and is a human right."

According to the Team of Public Education Directorate, Ditjen Dikluspora (2003), Functional literacy is a program of non-formal education service to develop one's ability in mastering and using reading, writing, and numerical skills, as well as observing and analyzing skills, oriented towards daily life problems by utilizing the potentials in the surrounding environment.

Functional literacy learning is a non-formal learning and service for illiterate people, through reading, writing, and numerical activities and other life-skills, that is expected to improve their quality of life. The UNESCO's cross-countries

study concluded that “the success of illiteracy alleviation programs leads to the decrease in maternal mortality rate and the increase in life expectancy (Arief, 1997; DikTentis, 1999; 1997).

So that LF learning process effectively enables the learners to be skillful in reading, writing, and numerical, it needs appropriate and adequate learning media (Depdiknas, 2003). Therefore, educators (tutors/facilitators) or managers/operators of the programs are required to be able to design, formulate, or develop effective learning media to be used in learning process Sujarwo (as cited in Djamarah and Zain, 2006). According to the Association of Education and Communication Technology/AECT in the United States of America, media is a form and channel people use to distribute messages/information.

Briggs (as cited by Sudjana, 2008; Taruna, 2001) argues that media is all physical equipment that can present messages and stimulate or encourage learners to study. Learning in LF program is participative and andragogy. Therefore, the implementation of media in LF program should always consider the experience of learners and motivate them to actively participate in the effort of improving the quality of the learning process and result. According to Depdiknas (2003) the department of National Education of Indonesia categorizes media into 10 categories, as displayed in Table 1:

**TABLE 1: TYPES OF LEARNING MEDIA**

<i>No</i>	<i>Media Type</i>	<i>Examples in Learning</i>
i.	Audio	Audio cassette, radio broadcast, CD, telephone conversation
ii.	Printed	Textbooks, modules, brochures, leaflet, pictures
iii.	Printed-Audio	Audio cassette with printed materials
iv.	Still Visual Projection	Overhead Transparency (OHT), slide
v.	Still Audio Visual Projection	Slide with audio
vi.	Moving Visual	Silent movies
vii.	Moving Audio Visual	Movies, Video/VCD, Television
viii.	Physical Object	Concrete objects, models, specimens, human, animals, plants, other objects
ix.	Human and Environment	Teachers, Librarian, Laboratory Assistants, Natural Environment, Profession, Human Activities
x.	Computer	CAI, CBI

*Source:* it has been obtained from <http://4.bp.blogspot.com/-TjmJP>; and also Depdiknas (2003)

In LF program, the media developed or created should be simpler, local, inexpensive, yet still functional in supporting the achievement of learning objectives.

Learning materials and media may include anything available in the surrounding area, such as books, newspapers, bills, or coins.

### **Pictorial/Learning Cards Media and its Usage**

One of the media in LF program is the pictorial/learning cards. The definitions of pictorial media are as follow:

- Pictorial media is anything presented visually in two dimensions as an expression of thoughts, including paintings, portraits, slide, filmstrips, and projector.
- Pictorial media is the most commonly used media, which can be understood and enjoyed anywhere.
- Pictorial media is cards and visual imitation of shapes, colors, and size, relative to the environment.

It can be concluded that learning cards media is a card, combining pictures and writings into two-dimensional shape, showing a visual representation of a condition related with the topics discussed by the tutor.

Pictorial/learning cards media is commonly used in LF program because learners generally respond more to pictures and words in a card than to media consisted of only words (writings). It is particularly true if the pictures in the media are made more interesting, either in colors, shapes, or presentations. Pictures can encourage and motivate learners to be actively involved in learning process.

In learning process, learning cards media should be used in such a way by the tutor so that the pictorial cards can motivate and encourage students to learn, not only to enjoy the pictures. The use of learning cards media provides various benefits for the learners, including allowing them to recognize the symbols/pictures and to pronounce the words in the cards, which will improve their reading, writing, and numerical skills. Waskito, AA (year unknown) outlined the benefits of learning cards in functional literacy program:

- Facilitating comprehension when the learners listen to explanation.
- Facilitating learners to pronounce words correctly.
- Facilitating learners to read correctly.
- Availability of certain word topics.
- Facilitating communication between tutor and learners.
- Improving learners' ability in pronouncing and mastering vocabulary in Bahasa Indonesia quickly.
- Facilitating learners or tutor to teach and introduce vocabularies to children.
- Providing two benefits at once: understanding words in Bahasa Indonesia and recognizing vegetables, animals, or other objects of other cards.

### Types of Learning Cards, their Strength and Weaknesses

The types of learning cards media that supports functional literacy education program are as follow:

- Objects with pictures series
- Human limbs with pictures series
- Vegetables with pictures series
- Animals with pictures series
- Syllables without pictures series

**TABLE 2. VOWELS, CONSONANTS, AND SYLLABLES**

<i>Vowels</i>	<i>Consonants</i>	<i>Syllables</i>
a, i, u, e, o	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z	Open syllables; syllables ending in vowels (v), examples: la-da, na-si, ca-be, bo-lu Closed syllables; syllables ending in consonants (c), examples: ri-sol, bak-wan, pi-sa-ng

Learning cards have their strengths and weaknesses. The strengths are:

- Transcending the limitations of space and time.
- Transcending the limitations of human observation.
- Clarify any issues in any field.
- Relatively inexpensive, readily available, and easy to use.

Only displaying visual perception, the size is limited that only a group of learners can see at one time. The pictures are interpreted personally and subjectively. The pictures are displayed in very small size, which is ineffective in learning.

### The Stages in Creating Learning Cards

Learning Cards are created in the following stages:

- Formulating Lesson Plan: The tutor formulates a lesson plan based on the material to be learned.
- Creating Pictorial/Learning Cards Media: Pictorial/learning cards are created by the tutor by combining pictures with words or text to be taught to learners. In creating pictorial learning cards, it is important to note that what the tutor draw/write should be related with real life condition.

### Implementation Stage of Learning using Learning Cards Media

FL learning implementation using learning/pictorial cards involves the following stages: ([http://www.ialf.edu&http://tcommun\\$05blogspot.com/2012/os/strtegi-](http://www.ialf.edu&http://tcommun$05blogspot.com/2012/os/strtegi-)

memanfaatkan-media-gambar). Showing the face of the word card containing a picture or word in Bahasa Indonesia.

- While showing the pictorial word-card, the tutor read the text in Bahasa Indonesia in accordance with the pronunciation written on the face of the card, below the picture.
- Reading the text on the pictorial card with clear voice and guiding the learners to imitate the pronunciation.
- Not moving to the next pictorial word card until the learners can imitate the pronunciation in Bahasa Indonesia correctly, repeat the process until learners' pronunciation in Bahasa Indonesia is correct.
- Ideally, for each game, it is sufficient for the learners to memorize ten pictorial word cards consistently. The purpose is to train the learners to learn systematically, to optimize their absorption and memorization.
- Repeating the game using pictorial word card until the learners can memorize each word correctly.
- Inviting the learners to learn and play using pictorial word card. Do not force the learners if they do not want to or cannot memorize the word.

The tutor should direct the learners to pay attention to the pictorial/learning card. Students' motivation is expected to improve after they look closely at the pictures and words on the learning/pictorial card. In using pictorial/learning cards, the tutor plays the role of mentor or facilitator.

### **Learning Evaluation Stage**

At the end of the learning program, an evaluation of learners' achievement is conducted. The evaluation is based on oral test and observation of learning process.

### **Research Methodology**

The method implemented in the present study is Classroom Action Research, which is an investigation of activities deliberately performed and occurred in a classroom (Aqip, 2006). Classroom Action Research is a continuous cycle, consisted of planning, implementation (acting), monitoring and evaluation of learning process and result, reflecting, and further planning.

### **Data Collecting Procedure**

According to Arikunto (2009) the procedure of data collection is as follow:

- Identification of Problem: People's lack of ability to know letters, words, and syllables in undeveloped villages.
- Determining the Cycles- Cycle I consist of and Planning

- Formulating general and specific action plan. General planning is for the overall problem and the specific planning is for the learning process.

### Data Analysis Technique

Data analysis is carried out using testing method, i.e. oral test, documentation, and observation during the learning process (Suroso, 2009). To ensure the reliability and validity of the data, triangulation is implemented (Aqip, 2006). It is a technique to test data validity using something outside the data.

### Data Analysis and Interpretation of Result

Data analysis and processing is carried out since the beginning to the end of study (composing the report), continuously. Data from observation is categorized into four categories using interval-class determination technique (Winarsumu, 2007). The scores are accumulated into categories of VNF, NV, QF, and VF based on Winarsumu's interval formulae (2007). Then, the data is analyzed and the results interpreted.

## FINDINGS AND DISCUSSION

### Research Cycles

The findings of cycle I show that: the learners' skills and abilities have not satisfied the standard criteria of adequate reading, writing, and numerical skills. The data from Cycle I is displayed in the following table:

**TABLE 3. THE RESULT OF CYCLE I ON LEARNERS' READING, WRITING, AND NUMERICAL SKILLS IN FUNCTIONAL LITERACY USING LEARNING/PICTORIAL CARDS**

<i>No</i>	<i>Category</i>	<i>Score Interval</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1	VF (Very Fluent),	31 – 40	4	40
2	QF (Quite Fluent),	20 – 30	1	10
3	NF (Not Fluent),	10 – 19	2	20
4	VNF (Very Not Fluent).	0 – 9	3	30

In Cycle II, the tutors and their peers reformulated learning plan and implementation to ensure better achievements. The pictorial/learning cards used in this cycle were the animals series. The tutor gave apperception and showed the pictures of animals. The learners were asked to respond to the pictures. Tutor wrote vowels and syllables, the learners read and wrote them. Using pictorial/learning cards, the learners were guided to break words into syllables, and syllables into letters. Finally, the learners were guided to recombine letters into syllables, and syllables into words.

### Observation

Tutors observe learners' ability in reading, writing, and numerical skills. The evaluation or reading, writing, and counting test is performed during every second and fourth meetings (Kusumah and Dwitagama, 2010). The achievement of each learner is noted by the tutors as source of information on learners' improvement. The following table shows the overview of results in Cycle II.

**TABLE 4. THE RESULT OF CYCLE II ON LEARNERS' READING, WRITING, AND NUMERICAL SKILLS IN FUNCTIONAL LITERACY USING LEARNING/PICTORIAL CARDS**

<i>No</i>	<i>Category</i>	<i>Score Interval</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1	VF (Very Fluent),	31 – 40	10	100
2	QF (Quite Fluent),	20 – 30	0	0
3	NF (Not Fluent),	10 – 19	0	0
4	VNF (Very Not Fluent).	0 – 9	0	0

The end of Cycle II concluded that concerning the functional literacy skills using pictorial/learning cards media, all learners achieve improvements. Based on the observation in Cycle II, learners are more motivated to learn, have clear understanding and comprehension in reading, writing, and counting.

### REFLECTION

Based on the observation and evaluation, the use of pictorial/learning cards media improves the quality of learners' process and achievement. The result of observation on the implementation of pictorial/learning media can be recommended for future learning. The evaluation of oral (reading) test and observation of tutors are useful to discover the extent to which the learners achieve the learning objectives after using pictorial/learning cards media.

The improvement of all respondents (10 learners) occurs in the skills of recognizing vowel cards, recognizing syllable cards, arranging letters, arranging letter cards into words, matching the cards with syllables, reading pictures, reading words, reading letters, writing letters and numbers, counting from 1-10.

### DISCUSSION

Pictorial/learning cards media may facilitate learners in learning reading, writing, and numerical skills. The results of LF learning are useful for the learners in their daily life, as well as in teaching their children to read, write, and count. This is in line with the statement of the Team of Public Education Directorate (Depdiknas, 2003) that functional literacy: develops one's ability in mastering and using reading, writing, and numerical skills, as well as observing and analyzing skills, oriented towards daily life problems.



Using pictorial/learning cards, learners will be motivated to study; for example, by arranging or dismantling letters, and combining pictures and letters. This is in line with AA, Waskito (2016) who stated that among the benefits of learning cards in functional literacy are: facilitating comprehension of learners, facilitating learners to pronounce words and read correctly, availability of certain word topics, facilitating communication between tutors and learners, improving learners ability in pronouncing and mastering vocabularies, facilitating learners and/or tutors, and allowing learners to learn two things at a time: Bahasa Indonesia and the kinds of vegetables, animals, or other subjects presented in the cards.

## CONCLUSION

The results of oral test and observation on functional literacy learners' reading, writing, and numerical skills improve after the implementation of learning using pictorial/learning cards media. It can be concluded that the action hypothesis proposed in the present study, i.e. "pictorial/learning cards media can improve functional literacy learners' achievements", is proven and accepted. Various difficulties that tutors have in organizing and implementing functional literacy learning program can be solved using, among others, pictorial/learning cards media. Pictorial/learning cards media in functional literacy education is necessary to facilitate the success of Non-Formal Education. This media can be one of the solutions to deal with the difficulties of illiterate people in PKBM Al-Ishlah Jakarta Pusat.

## Notes

1. The Ministry of National Education. (2011). Indonesia's literacy and illiteracy situation: Ages starting from 15 years and above.
2. Types of Learning Media, information obtained from <http://4.bp.blogspot.com/-TjmJP>
3. Learning using Learning Cards Media information obtained from [http://www.ialf.edu&http://tcommun\\$05blogspot.com/2012/os/strategi-memanfaatkan-media-gambar](http://www.ialf.edu&http://tcommun$05blogspot.com/2012/os/strategi-memanfaatkan-media-gambar).

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