

Kampong Literacy as a Social Capital in Tourism to Realize Literated Cultural Communities

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Abstract—The background of this research was the low level of quality of social capital, concerns about the state of education in Indonesia, and the very low level of interest in reading. From these problems, it is necessary to develop social capital through collaboration between the community and the government in realizing a *Kampong Literacy* innovation. One form of collaboration can be actualized by creating literacy villages as an effort to create a culturally literate society. The research approach uses a qualitative and quantitative approach (mixed method), while the method used is naturalistic inquiry and correlational method. The research is conducted in Cimenyan village, Bandung District, Indonesia. The results show that: 1) The forms of *Kampong Literacy* programs included those related to language literacy, numeracy literacy, scientific literacy, ICT literacy, financial literacy, and citizenship cultural literacy; 2) the public response to the extension of *Kampong Literacy* program was 49.18%, indicating that it was good enough and the public perception of the civilization of the literate amounting to 67.97, showed that it was very good; 3) Constraints faced in developing *Kampong Literacy* are limited time and insufficient facilities.

Keywords—component; social capital in tourism, culturally literate society, kampong literacy, and interest in reading

I. INTRODUCTION

Indonesia is a large country that has human and natural resources. Currently, Indonesia as a developing country is constantly working to free itself from a host of domestic issues, especially related to the improvement of the quality of Indonesian society's literacy skills. These are the skills, more than factual knowledge, that form the foundation of intellectual inquiry and workplace productivity, and which are necessary for

exercising full citizenship in a democratic society and a global economy [1].

Based on the results of Indonesia's latest statistical census in 2015 in the National medium term development plan 2015-2019, the number of illiterates in Indonesia are 5,984,075 people or 3.70%. Aligns the times and various programs for the eradication of illiteracy held by the Ministry of education and culture, illiteracy experienced a very significant decrease compared to the previous [2].

Areas such as rural, remote islands and the like, become the most valued high level gap in illiteracy. It is in contrast to West Java with densely populated areas but most vulnerable welfare if literacy have not been evenly distributed. Statistical Census of West Java showed illiteracy figures ranged from 3.82% 4.04% for the age above 10 years of age approximately 3.38% in 2010, declining 3.62% in the year 2011. It's just that in 2012, there was an increase again, thus it exceed 2010, reaching 3.39%. While in the year 2013 there is a decrease of 2.95%, i.e. the percentage decreased although only slightly each year [3].

The survey results show the social capital issue in Indonesian society. Social capital is a resource that can be seen as an investment to get new resources. At this time, to move the economic activity, it is not solely done based on human capital, physical capital, as well as capital financial, but there are other types of capital that turned out to be effective to lubricate Indonesian economic activities. It can even obtain more good results rather than just relying on human capital, physical, financial and social capital [4], [5].

For the meantime, the potential of social capital against Indonesia's cultural literacy is still low. They replaced the traditional definition of it with an understanding of literacy by implementing social and cultural approach, so as to understand literacy will be affected by a social and cultural conditions [6], [7], [8]. Literacy means more than just the ability to read and write, but literacy is the ability to use reading and writing skills in specific contexts-such as the right social situations, register, and the situation where that language is acquired and used.

The Cimenyan village, Bandung Regency itself shows that the literacy ability is still weak, so those reasons are taken into consideration by the researchers to build models that are integrated with literacy hometown programs and literacy holistically to enhance the results of increased literacy and literacy for hometown model development of tourism in Bandung Regency.

The development of tourism in terms of social labor opportunities will expand due to the sustained participation of the people. The development of tourism based community participation will spur social and economic growth which in turn will affect the life of the community, the level of social welfare, employment opportunities and income for society.

The problems of this research are formulated through the following questions.

1. How can the development of kampong literacy?
2. How the response of the community?
3. What are the constraints faced in development of kampong literacy?

II. METHOD

The approaches used in this research are qualitative and quantitative approach/mixed method [9]. The method used is the naturalistic inquiry and correlational method. This research seeks to reveal the literacy-based hometown model of social capital to develop products for local area tours.

The location of the research is in Cimenyan village, Bandung Regency, Indonesia. The location of the study was determined by applying purposive sampling technique by using a certain criteria which is the village in the border region of the village with the town in the other side of the gap.

Secondary data collection techniques are collected in this study i.e. semi structured interviews with related parties mainly consist of community leaders and the community of the Cimenyan village, literature/libraries, statistics on population in at the study site, research location as well as a monograph conducted observation of participation and non-participation, and question form.

To analyze qualitative data, the following steps were performed: 1) Reducing the data by summarizing field notes and highlighting important events related to the focus of the research; 2) Systematically organizing certain categories and classification; 3) Creating tables and figures to display the data, so that the relations between the data can be observed comprehensively; 4) Completing a cross-site analysis by comparing and analyzing the data meticulously; and 5) Presenting the findings and drawing conclusions from recursive

trends and implications, making recommendations for further improvements [10]. Quantitative analysis was done for questionnaire data and they were converted into percentage [11]

III. RESULTS AND DISCUSSION

Results

A. Development of Kampong Literacy

The development of Kampong Literacy in Cimenyan village of Bandung Regency is carried out through several steps so that the implementation of Kampong Literacy community empowerment can be realized according to the needs and potential needs of the communities. The steps are as follows:

- do logging and preliminary study against a potential data to determine the objects that can be developed;
- conduct a field survey to collect data that will be used as an ingredient in mapping the potentials and problems as well as facilitations that will be implemented;
- conduct studies through tabulate and analysis of the data collected by using a method of analysis that has been set;
- determine the potential scale of priorities that will be developed based on the needs, costs and benefits of development results;
- formulate a strategic plan or community empowerment design oriented to develop literacy village based on the real conditions in the field, and
- implement design or strategic plans that have been produced.

In developing the potential of the village, public participation needs to be involved proportionately. This is needed so that each development program is getting full support from the community, ranging from logging, learning, doing project work, doing utilization to maintenance. Through public participation, the development will be more efficient and effective because the public will be more responsible for the sustainability of the development and they will feel co-owns every village development results. The development potential of the participate village can be reached by following these steps:

- dissemination of community empowerment of Kampong Literacy in Cimenyan Bandung Regency is done by developing the potential of the village consultation Councilor, attended by the Agency's consultative village, village community empowerment Institute, the leadership of the tenets of the citizens (RW), Chairman Jiran (RT), village institutions and community leaders;
- logging potential villages and community needs by each RT, subsequently collected in a meeting of the Government to be sent to RW village;
- the Government of the village gather and record potential villages and community needs of any RT/RW as well as input from the Agency;
- village deliberations to formulate potential villages will be developed based on the needs, costs and benefits of

development results. In this discussion also formed teams of developers needs and expertise;

- each developer team surveyed the field and study to formulate a priority scale development to banar can be carried out effectively and efficiently.

The following forms of literacy activities in the Kampong Literacy in Cimenyan village, Bandung Regency, Activities that can be developed in literacy writing media, such as:

1. Language Literacy

Reading activities are done through conditioning and extension which are done in the classroom, the school and the environment. Variations in the activity of reading and storytelling, include:

- silent Reading, read a book without sound
- read aloud (read aloud), read aloud the book that can be heard by other participants.
- reading poetry Contest, read poems with the ability to understand the content of literary appreciation.
- the race telling stories, understanding reading material which is then conveyed back the contents of the book.

2. Numerasi Literacy

In the context of society, numeracy aims to improve literacy skills in understanding the role and usefulness of the counting in aspects of everyday life. Activities developed in numeracy literacy include:

- play using numbers and pictures
- create display of numbers in a wall
- create counting race in schools
- make counting corner in the corner of the village

3. Science Literacy

Literacy is the ability to use scientific knowledge in identifying and acquiring new knowledge, describing the scientific phenomenon and drawing conclusions based on facts. The activities developed in science literacy, include:

- get to know the natural surroundings and the environment through socialization
- get to know the garbage and its utilization through extension
- study together with the props of science, introducing healthy living through healthy village activities.

4. Literacy of Information and Communication Technology

Literacy of informarion and communication technology is critical and creative thinking skills to information and communications as global citizens with responsibility and ethical use of information and communication technology devices. The goal is to educate the community in utilizing and communication technology wisely and creatively. Activities that can be developed, among other things are:

- know and learn to use computer devices;

- learn to use social media as a means of publication activities
- avoid Conditioning News hoax
- leveraging technology for entrepreneurial

5. Financial Literacy

Financial Literacy is a set of processes or activities to enhance the knowledge, skills and confidence of consumers and the public at large so that they are able to manage their finances properly. Financial literacy is the goal of educating the community associated with the knowledge to manage, finance and manage investment. Forms of activities developed, among other things are:

- get to know the financial services and investment through socialization,
- establish cooperative village together,
- manage household finances through counseling,
- get to know electronic financial transactions through counseling.

6. Cultural Literacy and citizenship

Cultural Literacy is the knowledge about the history, the contributions and perspectives of different cultural groups. Citizenship literacy is understanding of the form and the function of Government, citizenship and social and political participation of individuals. Objectives of cultural literacy and citizenship are educating the community related to history and cultural perspective as well as citizenship. There are forms of activities that can be developed, such as:

- extension of active participation of voters in the democratic party for beginners
- cultural conditioning queued
- major national memorial day
- hero-movie-watching together

B. Community Response

Description results show the description of the community's response towards the construction of Kampong Literacy in Cimenyan village, Bandung District with 54 stakeholders and 70 students. The following can be described as public's perception towards the construction activities held in Cimenyan village. The results show mean/average of 49.18 from minimum value of 43 and the maximum value of 59. The calculation can be seen in the following table I.

TABLE I. RESULTS OF THE AVERAGE RESPONSE TO THE CONSTRUCTION ACTIVITIES OF THE KAMPONG LITERACY

	N	Range	Min	Max	Mean	Std. Deviation
X	124	16	43	59	49,18	4,138
Valid N (listwise)	124					

While the community response towards the increased literacy can be said that the results of mean/average is reaching

67.97 amounting to a minimum value of 63 and a maximum value of 74, the calculation can be seen in the following table 2.

TABLE II. RESULTS OF THE AVERAGE RESPONSE TO INCREASED LITERACY

	N	Range	Min	Max	Mean	Std. Deviation
Y	124	11	63	74	67,97	3,214
Valid N (listwise)	124					

Then, it can be concluded that the community response towards Kampong Literacy program of coaching is 49.18%, make it into good enough category and the community perception towards the increased literacy is 67.97, make it into very good category.

C. Constraints Faced in Development of Kampong Literacy

In the implementation, activities of fostering literacy in Kampong Literacy in Cimenyan, Bandung Regency, cannot be separated from the obstacles encountered. Based on the results of observation and review activities, there are some constraints found in the implementation of the Kampong Literacy construction in the outreach of Cimenyan Village, Bandung Regency, which can be summed up into: 1) the long distance of the location of the activity; 2) inadequate facilities and infrastructure to conduct socialization and extension, because it takes some of the media; 3) inadequate program costs (only 40% of the funded proposal/proposal), so the plan in the proposal could not be implemented as a whole; 4) time limitations.

1. the location of activities

The location of the activities is spread across several villages and RT/RW. However, due to the large budget and difficulties to arrange the schedule with other village activities, the location of the activity only concentrated in the villages of Cimenyan. Although the location of the activity is pretty close, it has inadequate halls. Fix utilizing Hall of the village and a class for extension or literacy in the village of Cimenyan socialization of Bandung Regency.

2. infrastructure

Inadequate facilities and infrastructure resulted in bearing and infrastructure team charged to devotion. This affects the continuity of fostering literacy activities. Despite the lack of facilities and infrastructure, the implementation must be capable to conduct extension activities and make sure that it will go well. There is a lack of the media availability such as the place/parallel classrooms, in focus, speakers, and so on. To overcome the equipment, the media or the facilities of devotion as well as adjusting the funds available need to be used.

3. Budget funds

The budgeted funds obtained by the team is only 70% of the initial funds proposed by the team in the proposal. Therefore, limitations of the cost will impede the execution of the construction of the literacy community. The solution that can

be implemented to solve this problem is by reducing the overall plan of the activities proposed.

4. Time

The time required to implement the activity and the construction of the kampong literacy is relatively long. The limited time includes 2 things: 1) Village has a Party schedule and a very solid program, so there is no difference between the owned team and a time of devotion; 2) the understanding of the literacy community are still fundamental so that it requires follow-up in the form of mentoring program socialization. The cost limitations of the program resulted in ineffective and inefficient time in the implementation of the follow-up program. It can be addressed by adjusting the team’s schedule with availability time from the Cimenyan village of Bandung Regency.

Discussion

Kampong Literacy held in the Cimenyan village is used to realize the community literacy (Basic, advanced, multi characters) in order to obtain knowledge and comprehension. It is also as a form of society effort in creating lifelong learners (lifelong learning).

It is the hometown of model literacy empowerment Foundation of investment resources for the regions in developing community participation. The resource used for investments is referred to as capital. Dimension of social capital is quite extensive, namely human capital (human capital). Social capital is more emphasized on the potential of the Group and the patterns of relationships between individuals in a group and between groups with special attention to social networks, norms, values, and beliefs between those who was born of the group members and the norm group [12].

Social capital as a part of social organization, such as beliefs, norms, and networks, can improve the efficiency of society by facilitating coordinated actions [13]. Activities in Kampong literacy is part of social organization, rapidly facilitate the provision of actions in the form of books or fiction, provide reading booths corner, reading stalls equipped with information technology. Existing activities in kampong literacy are presented in the form of reading literacy, science literacy, numeracy, ICT literacy, financial literacy and cultural literacy and citizenship.

Social capital can be said as a capability that arises from the common belief in a society or in certain parts thereof. It could be institutionalized within the smallest and most fundamental social group as groups of society [14]. Institutional (institutional) is in the formation of game rules in the form of a norm or rule of written and unwritten rules that govern the behavior of society as well as a trusted and valid in the community. It is the effort of an increase in tourism and development that will affect the culture and norms that exist in society.

The development of community-based tourism is developed based on the principle of balance and harmony which aims to:

1) empower communities; 2) improve the role and participation of the community in the development of tourism in order to gain economic benefits, social culture of tourism development; 3) give a balanced opportunity to all members of the community. Therefore, the development of community-based tourism demands coordination and cooperation as well as a balanced role between the various elements of the stakeholders including the Government, private and community.

Conceptually, tourism has five characteristics: (1) tourism is an amalgam of phenomena and relationship rather than a single entity; (2) these phenomena and relationships arise from a movement of people to, and a stay in, various destinations. There is a dynamic element (the journey) and a static element (the stay); (3) the journey and stay are to and in a destination outside the normal place of residence and work, so that tourism gives a rise to activities which are distinct from those of the residents and working populations of the places through which tourists travel and in which they stay; (4) the movement to the destinations is of a temporary, short-term character; (5) destination are visited for purposes not connected to paid work – i.e. not to take up employment [15].

The tourism model in Kampong literacy will be able to grow and enhance the introduction of love towards his homeland, so it can motivate attitude of tolerance in the Association that is a force in nation-building. Also, among the key factors determining the travel destination, as research literature shows, there are the availability of things to do and see, the costs related to these activities, the local climate and the availability of accommodations [16].

In addition, the development of tourism will also affect the socio-cultural sector i.e. participation rates and *gotong royong* inhabitants, intercultural communication, education and social norms, population density, mobility of the population even up to the level of criminality. This is because tourism is able to expand the horizon of personal views against the values of life.

IV. CONCLUSION

The development of Kampong Literacy in Cimenyan village of Bandung Regency performed through several steps in order for the execution of community empowerment Kampong literacy can be realized in accordance with the existing and potential needs of the community. The steps are as follows: 1) do logging and early study against a potential available data to determine the objects that can be developed; 2) conduct a field survey to collect data that will be used as an ingredient in mapping the potentials and problems as well as facilitation that will be implemented; 3) conduct studies through tabulate and an analysis of the data collected by using a method of analysis that has been set; 4) determine the potential scale of priorities that will be developed based on the needs, costs and benefits of development results; 5) formulating a strategic plan or design oriented community empowerment to develop literacy village based on the real conditions in the field, and implement design or strategic plans that have been produced.

The following forms of literacy activities in the Kampong Literacy in Cimenyan village, Bandung Regency, the activities that can be developed in literacy writing medium, among others are: 1) language literacy; 2) numerasi literacy; 3) science literacy; 4) information and communication technology literacy; 5) financial literacy; 6) cultural literacy and citizenship. In addition, the response of the community towards Kampong Literacy coaching program shows that it is categorized as good enough and the community perception towards the increased literacy show that it has been very good.

In the implementation, activities conducted to develop literacy in Kampong Literacy, Cimenyan, Bandung Regency, cannot be separated from the obstacles encountered. Based on the results of observation and review activities, it is then identified that some constraints in the implementation of the construction of Kampong Literacy outreach the Cimenyan Village of Bandung Regency, can be summed up into: 1) the long distance of the location of the activity; 2) inadequate facilities and infrastructure to conduct socialization and extension, because it takes some of the media; 3) inadequate program costs, so the plan in the proposal could not be implemented as a whole; 4) time limitations.

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