

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

11-23-2021

Financial Literacy in The Community Reading Park Teras Baca Guyub Rukun Indonesia

Fery Wahyu Ramadhan

Universitas Negeri Malang, ferywahyu958@gmail.com

Kusubakti Andajani

Universitas Negeri Malang, kusubakti.andajani.fs@um.ac.id

Moh Safii

Universitas Negeri Malang, moh.safii@um.ac.id

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

Ramadhan, Fery Wahyu; Andajani, Kusubakti; and Safii, Moh, "Financial Literacy in The Community Reading Park Teras Baca Guyub Rukun Indonesia" (2021). *Library Philosophy and Practice (e-journal)*. 6668.

<https://digitalcommons.unl.edu/libphilprac/6668>

Financial Literacy in The Community Reading Park Teras Baca Guyub Rukun Indonesia

Fery Wahyu Ramadhan¹; Kusubakti Andajani² ; Moh. Safii*³

¹²³Library Science Department Universitas Negeri Malang, Indonesia

*Correspondence: moh.safii@um.ac.id

Abstract

TBM is currently growing rapidly as many as 4028 TBMs throughout Indonesia and TBM has become a community mobilizer especially in the field of empowerment along with the launch of the National Literacy Movement program by the Ministry of Education and Culture in 2017 which consists of six basic literacy and TBM Teras Baca Guyub Rukun became the designated TBM as a Financial Literacy Residency in 2019. The purpose of this research is to analyze the implementation of financial literacy that comes from the six spheres of financial literacy such as the introduction of the concept of financial literacy and economic transactions, the concept of economic resources, the concept of spending, the concept of saving, the concept of sharing and financial crime. The research method used is to use a qualitative approach with descriptive methods. The results of this study are that there are four scopes that have been done are the scope of financial literacy such as the introduction of the concept of financial literacy and economic transactions, the concept of economic resources, the concept of saving, the concept of sharing, the scope of the introduction of the concept of spending and financial crime caused by The community operates organically through collaborative methods and is carried out with various types of TBM program activities and lack of human resources. This research as a reference if you want to develop financial literacy, especially for TBM with community-based activities.

Keywords: *Community reading parks, financial literacy, National literacy movement*

INTRODUCTION

The community reading park (TBM) has grown rapidly so far it has reached 4018 TBM spread across 34 provinces and abroad that are identical to the literacy movement. This was supported by the government through the Ministry of Education and Culture in 2017 issued a national movement regarding literacy which consists of six basic literacies namely Literacy Read, Numeracy Literacy, Science Literacy, Financial Literacy, Digital Literacy, and Cultural and Citizenship Literacy (GLN), 2019). Before the basic six literacy movement, TBM Teras Baca, Guyub Rukun, had carried out community-based activities through the financial literacy approach since its inception, such as funding operational TBM with efforts to utilize existing potentials such as making fertilizers derived from dry waste in the form and wet waste originating from food waste than by using a chopping machine and poured EM4 liquid, after that let stand for until evenly mixed. The development of Community-Based TBM Terrace Read Guyub Pillars continues to grow until now it has reached 5 activities that have been running side by side and collaborating. Financial literacy is an ability and ability to apply an understanding of a concept and risk, the skills possessed so that in making decisions are effective both in the financial context to improve the financial well-being of individuals and socially so that they can participate

in the wider community (Dikdasmen, 2017). According to Aprea et al. (2016) Financial literacy is the ability to use and manage money is very important both professionally in the banking sector but for all individuals are obliged to manage their finances. Besides, financial literacy can also be defined as an understanding of the concepts and financial risks that are disserted by the ability, skills, motivation, and application of this knowledge so that they can make effective decisions to increase financial well being for individuals and surrounding communities and of course can participate in the economic field (OJK, 2017)

The scope of financial literacy is fundamental, especially in this case in the community which consists of six scopes such as an understanding of economic transactions and various practices, the introduction of the concept of human resources (earnings), the introduction of the concept of spending (spending) as meeting basic needs, introduction to the concept of saving (saving) in traditional and modern terminology, introduction to the concept of sharing based on local wisdom, religious and state teachings and an introduction to bad practices and financial crime (Dikdasmen, 2017). The interesting thing that is highlighted is the implementation of financial literacy had already taken place before the launching of six basic literacy so that there is a need for good research of what TBM has done to the community to implement financial literacy and public understanding of financial literacy to what extent so that it can develop very rapidly. The role of TBM as a provider of information resources in the form of reading material both physically and digitally to realize learning for the community is characterized by a penchant for reading and increasing the ability of the community, in this case, the ability of the community in finding information that is supportive and improving the quality of self so that the realization of a knowledgeable society, skilled, and advanced and civilized culture (Ningrum, 2015). Besides, there are four objectives of the presence of TBM, namely a place to provide information to support the community, to be a useful source of information with various needs, to provide information services in both print and digital form and as a source of reference for the community (Fauziyah, 2012). Besides, TBM also increases literacy skills and reading skills so that the community's interest in reading in the estuary will eventually civilize the community to read and learn (Dirjen PAUDNI, 2014).

RESEARCH METHODS

The research method used is to use a qualitative approach with descriptive methods. The qualitative approach starts with qualitative observations as opposed to quantitative observations which originate from the benchmark of a particular feature in the savings process with the condition that it must know the distinctive characteristics of those observed (Kirk & Miller, 1986). Besides, according to Lexy J Moleong (2013) explained that qualitative research is research that aims to understand what is experienced by research subjects such as behavior, motivation, actions, and others and holistically as well as by describing a word and language in the context specifically natural and by utilizing natural methods. Besides, according to Sugiyono (2017) the qualitative approach is a naturalistic research method conducted in natural conditions, also called the ethnographic method, because initially this research was used in the field of cultural anthropology; called qualitative because the data collection and analysis are more qualitative. Descriptive research according to Sugiyono (2014) that the descriptive method is a problem formulation that deals directly with the question of the existence of independent variables, either one or more without the aim of looking for comparisons or relationships between variables with each other.

The subject of this research is financial literacy using TBM Teras Baca Guyub Pillars as an object. This research was conducted on November 5-21, 2019 at TBM Teras Baca Guyun Rukun which is located in Jambon Hamlet, Argosari Village, Bantul Regency, Yogyakarta Special Region Province.

The research instrument in this study is the researcher itself which consists of mastery of research on qualitative research, mastery of the field of research, and the readiness of researchers to enter the object of research assisted by interview, documentation, and observation guidelines (Sugiyono, 2013).

The data collection method uses interview techniques. according to Moleong (2013) interview is a conversation conducted with a specific purpose and consists of 2 parties namely the interviewer and the person being interviewed by giving questions related to research. with informants namely the Head of the TBM Teras Baca Guyub Pillars and the Chief of Youth Guyub Pillars. Besides the interview used is a semi-structured interview that is a free interview system but still refers to the interview guidelines that have been made with this the researcher can develop questions by the information needs so the information obtained is not complete (Suharsimi, 2013). Oservasi plunged into the field by observing and seeing the surrounding environment, including TBM activities related to financial literacy. In this study, researchers used participatory observation, which means the researcher participated in the activities carried out by the data source. Besides, the researcher also observed and felt what the data source felt (Sugiyono, 2013). Documentation method Documentation is one of the methods used by researchers to obtain data by obtaining information derived from books, archives, documents, writing numbers and images and images from reports that can support research (Sugiyono, 2015)

This analysis technique uses Miles and Huberman namely by reducing the data presenting data and verifying the data (Sugiyono, 2013). This analysis is based on the indicators used namely the scope of financial literacy.

RESULTS AND DISCUSSION

This study presents informants who have the characteristics as the key to the implementation of financial literacy both from the internal side of the TBM Teras Baca Guyub Rukun, namely the Chairperson and from the side of the community, especially youth as actors and beneficiaries of TBM activities, especially in financial terms. This research is based on the six scopes contained in the financial literacy guidebook compiled by the National Literacy Movement Team (GLN) because the six scopes are important as a foundation if the public does not understand this, the implementation of financial literacy is not working properly but there are things unique because the implementation of financial literacy was implemented since its inception in 2015 before there were six basic literacy, one of which was financial literacy that went naturally and joint initiatives from the community and its founders. The results of the study stated that of the six scopes of financial literacy that have been implemented as many as four scopes, namely the introduction of economic transactions, the introduction of the concept of economic resources (earning), the introduction of the concept of saving (saving), and the introduction of the concept of sharing (sharing), while the 2 spaces the scope has not been implemented maximally, namely the introduction of the concept of spending because people are not ready for the activities to be applied by TBM in the form of garbage banks because there is still a stigma about banks that are not good, the same thing also has an effect on saving activities from people who are still using joint savings such as cooperatives due to bank deductions every month and the introduction of bad practices and financial crime in the absence of human

resources because management and management are dominated by high school graduates and college youths are still lacking due to their activities. tan goes every day. Financial literacy activities in the TBM Teras Baca Guyub Rukunin the form of activities in which there is an element of financial literacy. Activities related to the first scope of introduction to economic transactions have been carried out since its inception which was initiated by youth and supported by the community with a joint venture in the launching of the TBM Teras Baca Guyub Rukun which continued because of the seriousness of the community and the community's desire was constrained by operational funds. there is no such thing as the community has initiated to process the waste to be used as fertilizer thanks to the PKM from young people as well as students who have created leaf counters which are propagated to the local community.



Fig 1. Organic fertilizer bank

Source: Author's Documentation

In addition, there are tutoring activities in which young people as instructors are not initially paid and then there is an initiative from the community to pay for it from pocket money from children who follow half to infaq for teachers and a half to be saved into savings that have been made from used goods resulting from community donations which will later be returned to the community in the form of gloves, clothes, and stationery for children in social service activities while at the same time giving appreciation to the community especially community leaders who support the Community Reading Park activities.



Fig . Tho Room of tutoring
Source: Author's Documentation

The second scope is the introduction of the concept of economic resources (earnings). The activity carried out by the Community Reading Park is through the Garbage and Barkas Bank program in the land of Pak RT 30, Jambon Hamlet, namely Sukarjo. This garbage bank collects waste from community donations which will be taken every 35 days on Sunday pahing at 07.00 - 10:00 WIB which will then be sold and used as work material through training organized by the Reading Community of Teras Baca Guyub Rukun and presenters comes from young people and experts in their fields.



Fig 3. Liquid fertilizer product
Source: Author's Documentation

Besides, there is a fertilizer product that is carried out every time there is an order and the money will be given to TBM as operational funds. The results of the manufacture of fertilizers in the form of dry fertilizer and liquid fertilizer are packed and plastic and mineral water bottles.



Fig 4. Food and beverage in Angkringan
Source: Author's Documentation

This angkringan business is a follow up to the financial literacy residency in July 2019. Food in angkringan is obtained from people who do not have jobs such as widows and orphans so that they have an income at least every day. The person responsible for becoming a seller comes from the management and the community appointed by the Community Reading Park.



Fig 5.T-Shirt Printing Process
Source: Author's Documentation

The process of making t-shirts using this screen printing technique is managed by TBM by empowering people who meet the criteria and want to learn so that screen printing can be an income for the community even though the production process is not done every day but if there is an order. The third scope is the introduction of the concept of spending (spending). This has not been implemented because the community is not ready with the garbage bank program that has

been promoted by TBM. This program is in the form of garbage collection which will later be given reciprocally to the community in the form of daily necessities such as sugar, milk, and others. In the future, it will be re-encouraged to fund this garbage bank because the community is not ready because there is a bank stigma that still exists in the mindset. The fourth scope is the introduction of the concept of saving (saving).

The activity of saving the community is carried out in their respective organizations or associations such as the PKK ladies and gentlemen and youth clubs. For some older generations such as mothers and fathers, they still have a bad stigma about banks because it is known that there are deductions every month even though there are no transactions.

Community awareness of investment still dwells on physical things such as land which will later be used as their income by growing rice and corn. For awareness of having high insurance as many people use BPJS and BPJS Employment because the benefits are not in doubt when sick BPJS can be used so that the community treatment is not too expensive. In 2015 there was the socialization of the importance of saving or from Department Practices from students of the School-Wide Education Study Program from State University, Yogyakarta. civilizationsaving is done early with a savings system that is done by children who take tutoring from pocket money given by their parents with half the distribution for infaq tutors and even more to save on their savings made from used goods donated from community donations such as cartons, used bottles, and others.



Fig 7. Children Savings

Source: Author's Documentation

The fifth scope is the introduction of the concept of sharing. Activities carried out by the community such as sharing by providing breaking menus at the mosque during the month of Ramadan and for children of TPA in the form of stationery and reading needs. Every month TBM Ramadhan conducts social service activities by providing gloves, clothes and other necessities for community leaders who have provided support to TBM in each of their activities so that TBM can develop to date and for orphans and orphans especially those still in school are given equipment school as a support for learning. In addition to the social service TBM Teras Baca Guyub Rukun also works closely with the Community Health Centers to provide free health

checks under the name POSBINDU BABE (Integrated Service Post of the Bergas Agency) intended for communities with a general span of 15 years and above but prioritized for the father, mother, and elderly to growing awareness of maintaining health. In POSBINDU BABE the participants will be examined such as height, weight, tension, and others for the examination of gout but can be paid.



Fig 8. Social Service Activitis
Source: Author's Documentation



Fig 9. POSBINDU BABE Activity
Source: Author's Documentation

The sixth scope is the introduction of bad practices and financial crime. There are no supporting activities in this indicator but in the future activities will be carried out in collaboration with experts so as to educate the public so as not to carry out activities that are not good and financial crimes such as corruption, collusion, nepotism, bulging investments, rasuah, and others. There is no good activity about finance, which is sometimes people are reluctant or difficult to repay loans.

CONCLUSION

This research concludes that the implementation of financial literacy in the Teras Baca Guyub Rukun Community Reading Park is carried out organically based on community concerns

and therefore the steps are not sequential, especially in its implementation. Following are the stages of the implementation of financial literacy in the Teras Baca Guyub RukunCommunity Reading Park:

1. Introduction of economic concepts and practices
 - Use of Cash
 - Transaction in the form of goods
 - Productive Activity Planning
 - The leader who mingles and nurtures
2. Introduction to the concept of economic resources (earnings)
 - Creation of new economic resources
 - Collaboration with institutions
 - Activities from, by and for the community
3. Introduction to the concept of shopping (spending)
 - Emphasis on the priority scale
 - Meeting needs to be based on work
4. Saving concept
 - Saving media is conventional
 - The community invests in physical form
 - Insurance selection is based on the principle of usefulness
 - Community reading parks cultivate saving from an early age
5. The concept of sharing
 - Activities of giving to the environment
 - Understanding paying taxes based on ownership
 - Social service and POSBINDUBABE
6. The concept of bad practice and crime in financial literacy.
 - The problem of bad credit is given a social penalty

REFERENCES

- Dikdasmen, D. (2017). Materi Pendukung Literasi Finansial. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Retrieved from <http://dikdasmen.kemdikbud.go.id>
- Dirjen PAUDNI. (2014). *Penguatan Taman Bacaan Masyarakat dan Tata cara Memperoleh Dana Bantuan Program*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Fauziyah, N. (2012). Fundraising Taman Bacaan Masyarakat (TBM). *Nusantara-Journal of Information and Library Studies*, 96.
- GLN, T. (2019). Jenis Literasi Dasar. Retrieved from <http://gln.kemdikbud.go.id/glnsite/>
- Kirk, J., & Miller, M. L. (1986). *Reliability and Validity in Qualitative Research*. Beverly Hills: Sage Publication.
- Moleong, L. J. (2013). *Metodologi Penelitian Kualitatif Ed. Revisi*. Bandung: PT Remaja Rosdakarya.
- Ningrum, M. D. (2015). *Dampak Program Pendidikan Kecakapan Hidup Di Taman Bacaan Masyarakat Mata Aksara Bagi Perempuan Di Desa Umbulmartani, Kecamatan Ngemplak, Kabupaten Sleman*. Yogyakarta: Universitas Negeri Yogyakarta.
- OJK. (2017). Strategi Nasional Literasi Keuangan Indonesia (Revisit 2017). *Ojk*, 1–99.
- Springer. (2016). *International handbook of financial literacy*. (C. Aprea, E. Wuttke, K. Breuer, N. K. Koh, P. Davies, B. Greimel-Fuhrmann, & J. S. Lopus, Eds.), *International Handbook of Financial Literacy*. Singapore: Springer Nature. <https://doi.org/10.1007/978-981-10-0360-8>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suharsimi, A. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.