

NONFORMAL EDUCATION AND REDUCTION OF POVERTY IN RURAL AREAS

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ABSTRAK

ABSTRACT

Non-formal education through life skills education has shown a positive contribution to poverty reduction in rural areas, although it still requires efforts to develop various life skills education models through research and development. This is based on the idea that improving the quality of the poor requires a development effort that is carried out in a planned, structured, and based on scientific and objective thinking. This study aims to produce a life skills education model that can play a role in poverty reduction in rural areas. The results showed that: first, the assessment of life skills education needs in the two target groups was carried out using 4-H life skills thinking (head / brain, hands / hands, heart / heart, and health / health). Life skills needs in the target groups in the two programs referred to show conditions that are not much different, where the two groups still need to be developed aspects of the brain, hands, and heart. In addition, a validated 4-H life skills education model was formulated. Second, based on the conditions found, a series of life skills education development activities carried out include vocational training, the provision of learning experiences through field observations, discussions and reflections on vocational training results and observations, implementation of 4-H model non-vocational life skills training, and evaluation of educational outcomes carried out . The development model that was tested was then validated. Evaluation results indicate an increase in educational output held in the two target groups of the program. Therefore, in the context of poverty reduction, the 4-H PKH model needs to be developed in a more structured and integrative way and guarantee all life skills that are the focus of developing life skills to overcome poverty.

Keywords: Evaluation, 4-H Model, Non-Formal Education

INTRODUCTION

Entering the XXI Century, the world of education in Indonesia faces three major challenges: (1) as a result of the economic crisis, the world of education is required to be able to pay attention to the results of the development of education that has been achieved; (2) to anticipate the global era, the world of education is required to prepare competent human resources to be able to compete in the global job market; (3) in line with the implementation of regional autonomy, it is necessary to make changes and adjustments to the

National Education System so that it can realize a more democratic education process, pay attention to the diversity of needs / conditions of regions and students, and encourage community participation (Depdiknas, 2003).

With regard to quality and relevance, in addition to developing competency-based education curricula, educational systems are also developed in various lines, types and levels of education in "life skills education" or life skills through the Broad Based Education

approach or education based on the needs of the wider community .

On the other hand, the work structure in Indonesia 63.5% only has elementary school education and below, and the number of poor people is recorded at 37.5 million people (Susenas BPS 2000), Departing from the picture above, then Non-School Education as a sub-system of National Education In 2003, they continued to develop life skills education in order to serve the learning needs of the main community, which were classified as disadvantaged, so that they were able to develop themselves as citizens who were useful for national development (Depdiknas, 2003).

Life skills education model offered through screen printing craft entrepreneurship training offered; based on the findings of the problem of teenagers dropping out of school in the area of Sleman Regency, especially in Banyuraden Village, Gamping District. Haryanto research results, (2004: 27) reported, the results of Back Stopping in several PKBM that had been carried out in 2007 in collaboration with Subdin PLS Sleman Regency, from the analysis of problems in several villages in the Gamping District region, showed that there were many data on dropout students at the elementary level , SLTP, and SLTA are mostly caused by lack of funds. Generally their parents are classified as economically weak or poor. The livelihoods of the inhabitants of agricultural laborers, factory workers. and erratic construction workers.

On the other hand in terms of employment for adolescents, based on information from PLS officers of the Sleman Regency Education Office (2007) and some functional literacy program actors, it was concluded that in fact many empowerment programs carried out by the government were

quite good, but the implementation was not in accordance with what was done expected by the community. The results of the pre survey conducted by Haryanto (2006: 17) in the Gamping District of Sleman Regency showed that unemployment was caused by several things, among others: (1) formal and non-formal education conducted less based on social demand approach, namely education is made on the basis of existing demand in society, (2) planning of the education model is not based on the economic return approach, namely education that is based on the production process. Graduates produced must be considered whether contributing to unemployment or producing human resources that really have a positive economic impact, (3) tutors do not have maximum resources, generally teachers / tutors only master in the academic field of skills, the reality is that in the field of vocational skills is very lacking, on the other hand the entrepreneurship field of screen printing crafts is very in demand by young people.

To solve these problems, research offers an alternative model of life skills education (life skills) for teenagers who drop out of school, especially those who are less able or poor in order to prepare themselves to enter the workforce, especially in screen printing printing entrepreneurs. There are six components developed in the study, namely: (1) netting out-of-school adolescents, (2) netted out-of-school adolescent need assessment, (3) PKH training action programs, (4) PKH trainees in companies / industries, (5) evaluation and follow-up, (6) teenagers dropping out of school on their own business or working in a company.

The specific aim is to provide life skills education services to poor teenagers who drop out of school so that: (1) Have

a high awareness of the importance of work skills education for themselves and their family members, (2) Increase knowledge, skills and attitudes of school dropouts in the field of screen printing skills, so that they have the ability to work that can bring decent income to meet their needs, (3) Increase community awareness and social responsibility in poverty alleviation, (4) Have knowledge, skills

DISCUSSION

The concept of the Ministry of National Education (2003), life skills education (life skills) is the interaction of various knowledge and skills that are very important possessed by someone so they can live independently. Broling (quoted by Depdiknas, 2003) grouped life skills into three skill groups namely; Daily life skills (daily living skills), personal / social skills (personal / social skills), and occupational skills.

Life skills education is basically an educational effort to improve the life skills of every citizen. The definition of life skills is a skill possessed by a teenager to be brave enough to face life and life problems naturally without feeling pressured, then proactively and creatively seek and find solutions so that eventually dropouts can overcome their problems.

Adolescence or commonly called youth, in some literature categorized into ages 12 to 15 years is called early adolescence (puberty) and ages 18 to 21 years are called late adolescence. This age-based categorization is just a base for easy learning, while in reality it often happens back and forth. It should be remembered that the age-expectancy always changes as the culture advances. For example now girls aged 25 to 27 years is still called late adolescence because culture is now more advanced than when psychologists conducted adolescent research.

The terms for adolescence can vary, for example, puberty, liberal time, the period of opposition, the period of baligh, adolesence. The various terms have different connotations, but essentially the same. The term puberty (puberty) comes from Western countries (France, England) while the term adolence comes from America, which means the transition from childhood to adulthood.

The results of research conducted by Karim and Saleh Sugiyanto (1976: 25) concerning neglected school children in urban areas, fishing areas, canyon and mountainous agricultural areas in Central Java and Bengkulu, more teenagers (13-18 years) who drop out of time previous. This is because teenagers ages 13 to 18 years are required to work to help their parents to make a living.

Schools have the role of providing knowledge, skills, and skills through an educational process in order to foster quality Indonesian human resources. Based on BPS social survey results, in Mubyarto. (1991: 26) mentioned that the illiterate villagers between the ages of 5 and 29 years reached 19.17%. This is because the primary school dropout rate is quite high. Many children in school age groups for some reason cannot continue their education or drop out of school. Dropping out of school or drop-out can be interpreted out of formal school before successfully completing their studies. Actually children dropping out of school are part of the nation's children, therefore don't let them be considered as second-class children.

Prajoko's research results (1999: 65) suggest, among others: (1) parents feel disappointed because their children did not succeed in education. (2) the drop-out is a waste of family finances even though the level of basic education is declared free of charge, but in fact schools cannot run without financial assistance from the family. (3) adding to the heavy burden on

the family because children are not in school and also do not work need funds to support their lives. Therefore, in terms of family drop-out is very detrimental to the family.

Many studies have found the causes of drop-out are: (1) parents cannot afford to pay for their children's school needs. (2) parents need their labor to work in the fields / fields or look after their younger siblings at home. (3) parents feel disadvantaged if their children continue school because they already have income, (4) the school lacks good motivation to learn from children, school attention is lacking towards children so bad relationships often occur even when hostility among school children, (5) the influence of groups of friends who are not in school, causing them to leave school.

Research Haryanto, (2005: 32) in the Districts of Tepus and Tangungsari Gunungkidul found the reasons for children dropping out of school as follows: (1) parents are less encouraging children to learn, (2) there is less awareness of parents about education , (3) people parents assume there is little point in spending money until graduating from elementary school, (4) lack of school facilities, (5) books and learning tools are incomplete, (6) family finance is insufficient for school fees, (7) children don't have a passion for learning, (8) children say they don't want to repeat in class, (9) both parents / children are satisfied as long as they can read and write, (10) a higher diploma may not necessarily have good fortune in the future.

Life skills that are specific (specific life skills) (SLS) required by someone to deal with problems in certain special fields. To overcome the problem of breaking down cars, of course, special skills are needed about car engines. To solve the problem of unsold merchandise, marketing skills are certainly needed. To be able to develop

molecular biology, certain special skills are needed.

Life skills that are specific (specific life skills) (SLS) are usually also called technical skills (technical competencies) related to the methods and contents of certain subjects or courses. As mentioned at the front, SLS includes vocational skills and skills related to academic development. Academic skills (AS) which are often also called the ability to think scientifically (scientific method) include, among others (1) identification of variables, (2) formulating hypotheses, and (3) conducting research.

Thus, in fact PKH (Life Skills Education) is broader than skills for work. People who do not work, for example housewives or retired people still need life skills because they will still face various problems that must be solved. People who are studying also need life skills, because they have problems that must be solved. Is not in life, wherever and whenever, people always encounter problems that must be solved?

In general, PKH is designed to guide, train and teach someone as a provision to face the future so that their lives are more independent. In other words PKH is given to learning citizens so they are not unemployed. Many models are offered to the community. This means that these models allow it to be adapted to local conditions and even very openly developed other models that are believed to fit into the situation and conditions of certain regions.

In accordance with the law. No 22/1999 and PP No. 25/2000, preferably districts / cities that are operational! handle primary and secondary education operationally. Therefore these programs should be handled by the

district / city while the role of the central government is more as an initiator and a companion or maximum as a trigger. In each district / city in general there are SMK and BPIKB / SKB under the Education Office and BLK / KKK under the Manpower Office. There are also junior and senior high schools with adequate laboratory facilities. In addition, there may be training centers, skills courses or even industries that have good facilities. Therefore, for the sake of efficiency and synergy at the same time, the various facilities should gather to form a community college that functions as a PKH service unit.

For fluency in PKH model activities, it is necessary to support the organization at the village level. This organization was named the PKH model implementation team whose management consisted of tutors, related elements, community leaders, Hamlet Head, Lurah / Village Head as protectors of activities.

Based on the research report described previously, it can be concluded that several points as the main findings or research findings are as follows: (1) Several components of the PKH model developed in this study (organizing, funding, PKH action program, assessment and follow-up) have been carried out by the community by applying participatory principles, meaning that the community as much as possible is seen and as high as encouraged to participate in the whole process of developing the PKH model in the countryside; (2) The level of PKH organizing in the study area is generally in the good category (90%) and only 10% is not good; (3) The level of development of funding to support the PKH program in each hamlet, in general has been running in accordance with the creativity and awareness of each management, but in terms of the system (in terms of business stability) and the utilization model in general it is still

weak, so that productivity is also very varied. There are some cases whose development is very prominent such as KUP PKH Bina Mandiri, in terms of funding development it has been quite successful; (4) Implementing work skills training, can help prepare teenagers who have dropped out of school from having productive business skills, but in the process are still experiencing problems due to various limitations and disabilities. The number of out-of-school adolescents trained is also still limited, not proportional to the number who need it. Nonetheless, from this small amount, in its development it was able to encourage other dropouts to join and now the average number is growing; (5) Educational service programs for out of school teenagers as one of the PKH action programs, some have been implemented. In terms of effectiveness it seems that it still needs further coaching. This is inseparable from technical problems, such as costs, transportation, distance from school, and so on. Besides that, in terms of the quantity of the number of school dropouts successfully handled in terms of education through the PKH program, it also appears to be relatively small. Therefore it is necessary to look for factors of constraints and further coaching; (6) The community is able to carry out an evaluation program of PKH activities with indicators: (a) There is a 2-month periodic meeting at the village level in FK3 - PKH (Communication Forum and PKH Activity Consultation); (b) Regular monthly meetings at the hamlet / group level were attended by PKH cadres and group members; (c) Concrete efforts are made to correct deficiencies that have been resolved through deliberations; (d) There is real data on the level of progress of the PKH program in terms of organization, funding of the action program and the wider community; (e) That the impact

of the PKH program on the government and the community, including the private sector, is relatively positive, but needs further improvement. Likewise, the impact on teenagers dropping out of school and their families is also generally considered very positive; (f) This research also produced a manual printed separately from this research report, namely: Screen Printing Skills Training Book for out of school youth. The results of the study can be discussed as follows: (1) Overall the research design of the PKH model developed in two hamlets until the second year can run according to the planned stages; (2) The conditions in the two hamlets (Somodaran and Kanoman), four hamlets (Pelemgurih, Patuk, Tegalyoso, Banyumeneng) have different characteristics according to the criteria determined. Nevertheless, the four villages generally have good potential as village environmental resources that can be utilized for the development of Life Skills Education models, in the handling of productive-age teenagers who drop out of productive age for independent businesses in rural areas; (3) Community response represented by tutors to the PKH program is relatively high, as evidenced by the existence of tutor training programs sent by each hamlet to only 5 people, 20 in total, but all 25 were sent, all of whom participated in the training enthusiastically until finished. The involvement of local village officials at the opening of tutor training, it appears that the response of the local community is quite good; (3) The number of teenagers dropping out of school age of productive age / adult who were captured in the study amounted to 164 people. The distribution shows; Kanoman Hamlet occupies a higher level (109 people), followed by Hamlet Somodaran (55 people). This figure

correlates with the characteristics of the village.

CONCLUSION

1. Several components of the PKH model developed in this study (the organizing component, funding, PKH model action programs, evaluation and follow-up) have been carried out by the community by implementing participatory principles, namely encouraging the community to participate in the process of developing a Life Skills Education model (PKH) in the countryside.
2. The level of travel of the organizing component of the PKH model has generally been categorized as good, and from the first year the graph shows an increase. This means that the organizing component functions quite effectively.
3. The development of funding to support the PKH program in each hamlet in the research area has generally been carried out in accordance with the creativity and awareness of each management, but in terms of business stability and utilization models, it is generally still weak, so the results are also very varied. This means that the effectiveness of the funding development component still needs to be improved through further coaching.
4. The effectiveness of the development of PKH program participation for out of school youth carried out by the community, both quantitatively and qualitatively, reflects quite positive results. This component, although there are still shortages, shows significant progress from the second year. Means this component can be run by the community, especially teenagers who drop out of school.
5. The impact of the PKH program on local governments, communities, teenagers who have dropped out of school and families of teenagers who have dropped out of school, can be concluded as follows:

(a) The impact on the local government both at the village and hamlet level is very positive. Impacts at the government level are still limited to direct agencies, for example the Ministry of Social Affairs, Ministry of National Education; (b) the impact on the community in terms of participation already exists, but is still low, but the impact on the PKH model program is quite high; (c) the impact on out of school youth, quantitatively the number of out of school teenagers who have been touched by PKH program services is already quite high, while qualitatively it has not yet described the expected results; (d) the impact on parents or families of teenagers dropping out of school, overall the PKH program was considered very helpful. Thus it can generate self-confidence and high motivation to develop the potential that is still present in children / families even if they drop out of school.

6. In general, it can be concluded that the PKH model can be further developed as an alternative handling of social welfare efforts in Indonesia. This model is in some ways able to encourage the community to be more independent in overcoming social problems in rural areas, while on the other hand, teenagers who drop out of school themselves, which were initially under-attention, can be fostered to be more productive and independent, so that it is very meaningful for themselves, their families, and the community surrounding.

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