

Non-Formal Education Model Agribusiness Skills-Based in The Community Learning Activities Center to Improve The Quality of Non-Formal Education

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Abstract

Incorporating Agriculture Practice
into Education (5)

Pasirwangi subdistrict is an agricultural area with the majority of the population generally as low-educated farmer. Moreover, most of them live below the poverty line. The dimension of dominant problems in Pasirwangi is poverty regarding economic issues, education and health. One of the attempts to deal with the poverty circle is by a means of giving Non-Formal Education (NFE) which is suitable for the condition of the community. The management of NFE itself is implemented by The Community Learning Activities Center (TCLAC). It is established and run by community leaders who are concerned about the condition of the surroundings. TCLAC management and lessons learned generally do not refer to predetermined quality standards. The lesson learned is to prepare an equivalency test only. During this time, no skills are given to learners. This makes NFE worse. Thus, based on these conditions, NFE agribusiness skill-based model is one of the alternatives to improve the quality of education and productivity of the farmers' families. The purpose of this research is to solve the problem of quality improvement on NFE as well as to improve people's welfare. The research results can be utilized for the benefit of the community and NFE institutions, such as TCLAC. This type of research is applied research using qualitative approach method with descriptive analysis. This model is in the field of social engineering through multi-stakeholder partnerships. This is done to continually improve the quality of NFE based on partnership principles, TCLAC empowerment, and active participation of stakeholders.

Keywords: Non-Formal Education, Skills And Learning Activities, The Community Learning Activities Center

1. INTRODUCTION

1.1. Background

Pasirwangi is one of 42 sub-districts in Garut with an area of 4,670 Ha and a population of 58,182 people (Monograph Pasirwangi District, 2009). Based on the preliminary study, the socio-economic condition of Pasirwangi Subdistrict is agricultural area with the majority of population 26,182 people (45%) as farmers. Approximately 22,334 people (85.3%) of farmers

are low educated only primary school graduates and dropped-out from primary schools (DO). In fact, there are still many illiterate agricultural workers who are already in their productive age. Moreover most of them live below the poverty line. Thus, the dimension of the dominant problem in Pasirwangi sub-district is poverty related to economic, education and health issues.

Most farmers in Pasirwangi cultivate horticultural crops such as potatoes, cabbage and tomatoes on limited land, with an average land area of less than 0.25 Ha. They do cultivation of horticulture crops conventionally, that is based on the customs of the ancestors. Inappropriateness of use of seeds, fertilizers and pesticides with unsuitable doses, leads to higher production costs and degraded natural resources. Most farmers as much as 60-80% have difficulties in funding to finance work so they "borrow" venture capital to "middlemen" in the form of agricultural production facilities, and they pay for it after harvest.

With the condition described above, most families of the farmers are on the circle of poverty. Because of the limited condition either economic or education, their children education are also low. The children in elementary age and above have an obligation for helping their parents to cultivate the land.

One effort to break down the cycle of poverty is to provide and improve education. The Non-Formal Education Model (NFE) based on agribusiness skills is considered appropriate to the conditions of the targeted community. To implement the NFE, there are two community learning activities centers or Community Learning Activity Centers (PKBM) that are established and run by community leaders concerned with the surrounding environment. Management Community Learning Activities Center (TCLAC) has not been referring to predetermined quality standards. Learning is usually done face-to-face several times before the test is done. Similarly, in TCLAC's education management it has not met the standards. During this time, TCLAC management relied solely on government grants. TCLAC has yet to get partners with other agencies and improve the quality of the NFE in the region.

Based on the description above, then the development of NFE model agribusiness skills-based is one of the alternatives for increasing productivity over peasants and the family in accordance with the social, economic and environmental condition. NFE is organized for citizens in particularly farm workers who need education service that serves as a substitution, supplement, and complement of formal education to support lifelong education.

1.2. Research Purpose

This study aims to apply the model of agribusiness skills based on NFE in accordance with the social and environmental conditions of the community. This model is categorized in the field of social engineering through multi-stakeholder partnerships in NFE quality improvement based on the empowerment of learners, educators and TCLAC managers, and ongoing stakeholder participation on an ongoing basis.

2. LITERATURE REVIEW

2.1. Non-Formal Education

Based on condition and social problems that exist in society, NFE is a kind of education that can support community life especially for the poor and the marginalized. NFE is one of the lines from the education system in Indonesia as an effort to improve the knowledge, skills, and attitude towards the quality of life.

Law of the Republic of Indonesia on National Education System Number 20-2003, section (10): "One unit of education is a group of educational services that provide formal, informal and informal education at every level and type of education"; section (11), "Formal education is a structured and hierarchical educational path, comprising primary, secondary, and tertiary education"; section (12), "NFE is education organized outside formal education conducted in a structured and hierarchical manner"; section (13), "Informal education is education for families and the environment".

For a more ideal education, NFE is indispensable for the development and application of lifelong learning. First, as a complementary learning materials held in schools; second as additional learning materials learned in school; and thirdly, as an alternative choice of institution in its own right (substitution).

The NFE was introduced in 1968 (Coombs, 1968). The development of NFE is very rapid, especially when many parties still feel the lack of choice in education. NFEs with different attribute names and (or) other terms often referred to as mass education, adult education, lifelong education, community learning, out-of-school education, social education are "systematic educational activities, organized outside the framework formal system".

According to Sudjana (1994: p.38), the NFE is "an organized effort that exists outside the school system systematically and sustainably". It takes place through social connections to guide individuals, groups and communities to have the ideal social attitude and social life. They are somewhat effective for improving life in material, social and mental endeavors in realizing social welfare. Coombs (1973: 11) broadly states that the NFE is: "Any educational activity held outside of school education independently or in an important part of a broader activity with the aim of providing special services to the learners in achieving the Learning Objectives".

The concept of lifelong learning is highly relevant to people's lives, especially in raising public awareness of education through NFE activities. According to Trisnamansyah (1995: 3), the NFE can be defined as "the science that systematically studies socio-cultural interactions among citizens as objects with learning resources in terms of achieving desired educational goals that are emphasized on self-improvement, and capable in a lifelong learning framework life".

From the above definitions, a process can be drawn that NFE has an institutionalized system, which means that any NFE development requires a good planning program to be done. It can be assumed that this activity must be through the curriculum, program content, facilities, infrastructure, targeted learners, learning resources, together, and these factors cannot be separated. This is in line with Etling (1990: 20) detailing the six dimensions of NFE as a system outside the formal education system, namely: a) centered on students, b) cafeteria curriculum, c) horizontal relationships between students and teachers;) dependence on local resources, e) immediate use, f) structural level built bottom-up.

NFE is organized through stages such as the development of learning materials, organizing learning activities, applying and assessing teaching and learning. This is in line with Knowles (1980) that the management of learning activities includes the steps of: a) creating an enabling environment for learning; b) management of learning program arrangements; c) identifying learning needs; d) formulate direction and learning objectives; e) preparing the development of learning materials; f) conducting learning activities; and g) make an assessment.

The learning materials provided in the NFE cover the overall knowledge and skills related to aspects of life. It is intended to meet the various learning needs that arise in the life of the community, such as the need for tolerant learning and the priority of the national program.

The need for tolerant learning is a common learning need for every member of the community, whereas the priority of national programs is related to the demand for knowledge and skills that every member of society needs based on national interest considerations.

Implementation of the NFE-based Agribusiness Skills Model organized by TCLAC, is to educate established learning communities to improve knowledge, skills and attitudes with agricultural business objects. The development of knowledge and skills of agribusiness in this community is a variation of NFE program services integrated with life. It is also a more meaningful implementation of lifelong education. With this program, the development programs mean more attention to the factors; interests and needs of the community, community organizing and planning programs tailored to the needs of the community as a means of local resources. This is set, so that the target community is more empowered and understand how to make changes to existing social structures in residential areas.

2.2. Non Formal Education Quality

Based on The Education Act No. 20 year 2003, Non Formal Education is an education track outside formal education implemented in a structured and hierarchical way. The result of NFE can be admitted and converted equally to the result of formal education after going through the legalized assessment process by the government or the local authorities referring to National Standards of Education. The appointed agency is Technical Implementing Agency (*Unit Pelaksana Teknis Dinas/UPTD*) for Workshop and Learning Activities (*Sanggar Kegiatan Belajar/SKB*). It is a bureaucratic institution under the command's line of Education Department but having autonomy as empowerment community media in the field of NFE.

To achieve the prescribed educational goals, all Indonesians are encouraged to develop existing competencies, so they can play a role in the ongoing development. To that end, UPTD SKB was established as a medium closely related to the NFE and also serves as a regulating container, and serves as a qualified empowerment for educators / tutors, community empowerment, as well as courses including life skills education, early childhood education, youth education, education of women's empowerment, literacy education, skills and job training, as well as the A / B / C Education Equality package. Not to mention some other types

of education aimed at developing learners' abilities such as; TCLAC, courses, training institutes, study groups, workshops, 'Taklim meetings' and more.

3. RESEARCH METHOD

3.1. Approaches and Research Method

This research is applied research using qualitative approach with descriptive method. Applied research is used to find solutions to existing NFE problems in society. The main purpose of this research is to solve the problem of quality improvement of NFE. So that the research results can be utilized for the benefit of the community and the initiator of the NFE institution. In other words, the results of applied research are used as a systematic effort aimed at generating applicable actions to solve the NFE improvement problem. The results mentioned above can also be directly applied to solve the problems faced by the Center for Community Learning Activities (TCLAC) and are used to encourage the implementation of NFE-based quality, such as improving the quality of learning methods and improving the media, NFE management, and the development of Agribusiness skills as life skills for learners.

3.2. Research Location

Research on the implementation of Non Formal Education (NFE) Model Agribusiness Skills-based was conducted in The Community Learning Activities Center (TCLAC) of Gita Gemilang and Sukarakyat, Pasirwangi subdistrict, Garut.

3.3. Population and Sample: Determination Procedure

1. Data and Information Source

Data sources and information in this research were the overall characteristics that concerned to NFE implementation. Therefore, the retrieval of the data source using *Purposive sampling* which was based on the researchers' options and the consideration below:

- Non-Formal subdivision, Department of Education in Garut.
- Local governments, villages, subdistricts, and relevant agencies to NFE.
- The Community Learning Activities Center (TCLAC) which is located in Pasirwangi, Garut.
- TCLAC managers, NFE learners and educators at Gita Gemilang and Sukarakyat.

2. Data collection techniques and Instrumentation

The qualitative research instrument used here was the researchers themselves. Meanwhile the data collection techniques in the field were by using interview, observation, and documentation study.

4. RESULTS AND DISCUSSION

In accordance with Sisdiknas Act 2013 Article 5, every citizen has the same right to obtain quality education. So are the students at NFE. With all the limitations they have, they need such quality education. Education that can improve the quality of life. Then, the opportunity to obtain education has been opened through the NFE as a substitute when formal education can not be done by them. NFEs at TCLAC include early childhood education, literacy education and educational equality. In practice, however, the NFE managed by some TCLAC managers in Pasirwangi district came from a very limited NGO and they implemented the program to get only massive "government" projects. NFE educational management remains a conventional nuance and there has been no innovation that is advanced and run by family members.

In some packages of Education Equality B and C, there are only a few times active learning to deal with national tests. In general, TCLAC has not provided the skills that can provide benefits for the livelihood and income-worthy of learners. While the NFE works to develop the potential by mastering knowledge and skills. The given life skills must really be able to contribute to the personal, social. Even in terms of vocational should increase intellectual to start work or self-employed business. Likewise in terms of TCLAC management, management has been done but is far from the specified quality standards. This is one that makes NFE less trustworthy in accordance with the demands of society.

1. *The Implementation of NFE Model Agribusiness Skills-Based in The Community Learning Activities Center (TCLAC)*

Based on the social and environmental conditions of the Pasirwangi Garut community, the NFE Model of Agribusiness-based skills at TCLAC is one of the efforts to improve the quality of NFE and the productivity of the farm families as a whole. This model meets the social engineering criteria through multistakeholder partnerships in NFE quality enhancement by utilizing strategies for TCLAC empowerment, learners, educators, TCLAC managers, and active stakeholder participation on an ongoing basis.

2. *The Implementation of NFE: Educational Quality Development-Based*

Based on the condition of natural resources, human resource quality, and needs analysis of the learning community, the planned education program must be in accordance with the conditions and targets of community needs. Implementation of the skills-based NFE model of Agribusiness is carried out through a series of participatory processes with the aim of improving the quality of NFE (see Phase II). Each stage of the program that runs will be better often monitored and evaluated to make some improvements. At this stage, it will create an NFE system to a community that fits the environmental, social and community conditions and also conducts ongoing maintenance.

To improve the quality of NFE, the main orientation of both managers and educators should be based on measurable quality. Management activities are then made in conjunction with the principles of empowerment and partnership. They are performed by three (3) phases as follows:

- **Phase I** is a mapping of NFE conditions in general in Garut District through Technical Implementation Agency (UPTD) and TCLAC. An internal environmental analysis is conducted on TCLAC, managers, educators, and learners. Meanwhile, an external environmental analysis is conducted to look at the social, economic and environmental conditions of the communities surrounding TCLAC and real stakeholders in partnership with TCLAC. Multistakeholder partnerships in the NFE are systems in an effort to improve the quality of NFEs that are part of community development. The program is a synergy of various institutions. The partnership program created is to build a more comprehensive system based on strategic planning and long-term goals that focus on community aspirations and stakeholder participation. So that the benefits of the program can be directly perceived by the community in accordance with community needs. In addition, the jointly developed and sustainable programs are designed to specifically foster the continued development of education. In running the partnership, there are some obstacles faced such as low socio-economic conditions of the target community, human resource managers TCLAC, community participation and stakeholders. To overcome these obstacles, improvement efforts are required by strengthening the value system in people's lives, TCLAC empowerment, as well as capacity building for managers, educators and learners. Intensive mentoring from relevant agencies such as the Ministry of Education, enhanced coordination and stakeholder cooperation is also required. To increase participation, an NFE quality improvement strategy through agribusiness skills should be better done on community

empowerment and partnership taking into account the principles of transparent, responsible, and sustainable stakeholder participation.

- **Phase II** TCLAC Empowerment. The strategy implemented is focusing on quality improvement of NFE through 1) increasing capacity of managers, learners and educators, 2) developing agribusiness skills that suit to both citizen and market needs, 3) strengthening institutionally The Community Learning Activities Center (TCLAC), 4) improving method and learning media, technology assistance, educational facilities and infrastructures, 5) giving a venture capital, 6) intensive mentoring from university, and 7) building network marketing partnership.
- **Phase III**, The quality of NFE improvement through multistakeholder partnership is focused on improving and strengthening TCLAC management, implementing quality education & teaching, along with performing skills and KUBE agribusiness. For more details, the implementation stages of the activities is described as follows”

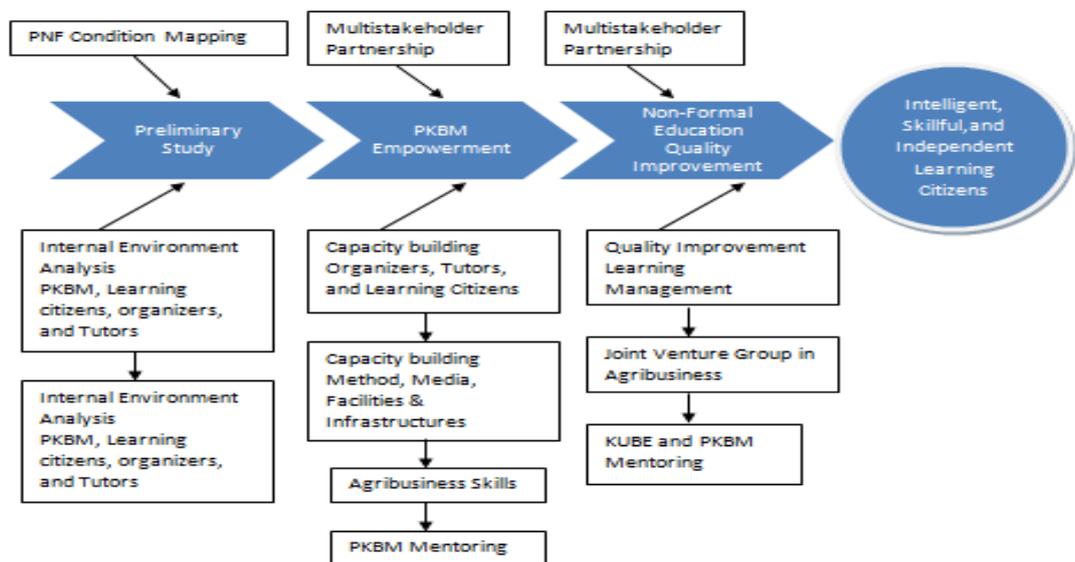


Figure 1. Process and Activity involvement Schema

3. Agribusiness Skills for Improving The Quality of NFE

In NFE, commonly TCLAC managers have not yet oriented to the quality. On the Educational Equality program B and C package, the learning implemented has very limited facilities and infrastructures. No life-skills are also given to the learners. The coordination of educational equality program goes through the test just to attain the target of graduates. The managers have not yet developed education in a comprehensive educational system, so that

the output from the TCLAC cannot yet create intelligent graduates who are skilled and independent.

Based on social and environmental conditions, and mapping of NFE conditions that have been done, horticulture agribusiness skills are skills that can provide learners to improve life-skills without resorting to other professions. In addition to performing to improve the quality of NFE, is expected to happen regeneration of agricultural power as now abandoned by youth. By completing agricultural horticulture skills, the younger generation is also expected to be able to manage farms skillfully. Thus, it can improve the development of agricultural human resources in the future. To practice horticultural agribusiness skill that has been given, TCLAC should encourage learners to try and cooperate within the community. They are highly encouraged to enter agricultural field by forming a joint venture group (*Kelompok Usaha Bersama*/KUBE). Commodity developed in KUBE is a commodity that is easily absorbed by the market, so that KUBE agribusiness can be made into a source of income for TCLAC.

Through this program, TCLAC should be able to facilitate and increase community participation in improving the quality of education and agricultural development. This can be in the form of increasing the role of individuals, groups, families, organizations, employers, and community organizations in organizing and controlling quality education services. Therefore, TCLAC must be creative and innovative in developing educational programs and also agribusiness. To implement this, TCLAC can partner with stakeholders for technology, facilities, infrastructure and venture capital assistance.

KUBE Agribusiness developed at TCLAC and its membership is subsequently drawn from TCLAC alumni who jointly make efforts and adopt the pattern of agribusiness skills that have been implemented, or those who seek to become independent entrepreneurs. Through this process, mutual learning between alumni and family can be realized. Finally, they can preserve and develop agriculture from generation to generation.

5. CONCLUSION

Improved quality in NFE can be realized by building education at TCLAC both as a system and quality control by TCLAC. The increase is because TCLAC hold onto the principles of empowerment of TCLAC as a participatory, sustainable institution, manager, educator, and learner.

Multi-stakeholder partnerships in NFE quality improvement through agribusiness skills are one of the alternatives and are considered better because they act as a more comprehensive social system with all stakeholder participation and sustainability. This program is systematic, integrated, and focused to empower TCLAC among managers, educators, and learners. Last but not least, the results of the implementation of these activities can provide the provision of life for learners in the form of increased knowledge, life skills, and then can be the basis for improving their quality of life.

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