The Role of the Social Community through Nonformal Education to Improve Social Welfare

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Abstract
This study aims to determine the process of empowerment through nonformal education in improving social welfare, seeing the poor in empowerment strategies and empowerment models through nonformal education, knowing the programs developed by the social community in overcoming poverty through nonformal education, the role of social communities, barriers and community social support in carrying out the program. This research approach uses a descriptive qualitative approach to study literature several observations and interviews in a conclusion analysis. The results obtained are programs developed such as training and the role of the social community as a center for information, community learning, education and skills training, and the existence of community independence that is formed. The common obstacles from all expected expectations are still not maximal for the empowerment process. The results that are not so significant, the cooperation relationship needs to be rebuilt so that internal and external support is strong, especially in the aspect of financing and support from parties such as the government, private sector or work partners, to be able to participate, as well as in publications.

Keywords: Role, Empowerment, Non-Formal Education.

Abstrak
Penelitian ini bertujuan untuk mengetahui proses pemberdayaan melalui pendidikan nonformal dalam meningkatkan kesejahteraan masyarakat, melihat masyarakat miskin dalam strategi pemberdayaan dan model pemberdayaan melalui pendidikan nonformal, mengetahui program-program yang dikembangkan oleh masyarakat sosial dalam mengatasi kemiskinan melalui pendidikan nonformal, peran sosial masyarakat, hambatan dan dukungan sosial masyarakat dalam melaksanakan program. Pendekatan penelitian ini menggunakan pendekatan kualitatif deskriptif dengan studi kepustakaan beberapa observasi dan wawancara dalam suatu analisis kesimpulan. Hasil yang diperoleh adalah program-program yang dikembangkan seperti pelatihan dan peran masyarakat sosial sebagai pusat informasi, pembelajaran masyarakat, pendidikan dan pelatihan keterampilan, dan adanya kemandirian masyarakat yang terbentuk. Kendala umum dari semua harapan yang diharapkan masih belum maksimal untuk proses pemberdayaan. Hasil yang tidak begitu signifikan, hubungan kerjasama perlu dibangun kembali agar dukungan internal dan eksternal kuat, terutama dalam aspek pembiayaan dan dukungan dari pihak-pihak seperti pemerintah, swasta atau mitra kerja, untuk dapat berpartisipasi. serta dalam publikasi.

Kata kunci: Peran, Pemberdayaan, Pendidikan Non Formal.
Introduction

In the context of the community’s social welfare, the existence of empowerment programs is fundamental. The role of the social community can create a community empowerment program. Syamsi said, “nonformal education is an organized and systematic activity, outside the formal school system, carried out independently which is deliberately carried out to serve students in achieving learning objectives” (Purnomo et al., 2020). Syamsi, according to him, empowerment is “people gaining an understanding of and control over social, economic, and or political forces to improve their standing in society” educational approach for students who gain a deeper understanding of social, economic and political. In its future development, nonformal education needs to consider the proactive aspects of its vision and strategy in designing educational programs to produce a generation with independent expertise and field creators (Winarti, 2019).

Hidayat said that a modern education system is divided into stages, structure and succession, from elementary school to college. The nonformal education that we mean here is the various forms of organized or semi-organized educational activities outside the school system aimed at serving many needs of different groups of the population, both young and old. However, most of these nonformal education programs are directed at helping essential learning needs, and those that benefit the learning population are generally not presented as informal education (Shodiq et al., 2021).

Learning needs, for example, those related to health, nutrition, family planning, and other requirements needed to improve the quality of family life, develop good personal behavior and positive attitudes, increase economic productivity, family income and job opportunities, and strengthen-institutions, self-sufficient and self-contained institutions or expanding participation in these institutions. Most of these programs help specific groups, such as small farmers, pedicab drivers, business people, unemployed youths, farmer groups, and the like (Powers et al., 2020).

This should not give the impression that nonformal education is only intended for the poor who do not attend school and rural areas. Informal education is also widespread in various industrialized cities. Nonformal education provides something of importance with which highly educated persons, medical doctors, scientists, engineers and other professionals can keep abreast of the rapid changes in their respective fields of work (Pienimaki et al., 2021).

The fundamental problem that must be resolved is poverty. According to Mulyono being poor is a condition that generally describes a person or a group of deficient people, especially in fulfilling their most basic needs. As a result, it affects aspects of life. Limitations arise due to internal individuals or households failing to adapt to respond to environmental changes. And finally, the environment at the same time (Apandi & Wasliman, 2022).

The social facts of poverty are choice and compulsion. From this typology, various explanations from a personal point of view have no life orientation, goals, or plans. If those who already have a job are only limited to meeting basic daily needs, not with the future, this will cause the potential to anticipate or be proactive towards change (Tarka & Harnish, 2021).
Synergy and systematic prevention for a more prosperous life, efforts to rise from poverty, the problem of poverty only concerns economic aspects. Still, it involves social, economic, cultural, and political factors, education, helplessness, inability and vulnerability to express opinions and needs (Zhenmin & Espinosa, 2019).

There is still a lack of awareness of the government and society in interpreting education which is the center for developing quality human resources in promoting economic, social, cultural and political growth in progress (Ulas, 2019).

The issue of poverty is not a new thing, but it seems to be eternal from time to time unresolved poverty. The rapid development of the era affects some people who do not enjoy growth with satisfaction. Some of the causes of poverty are still difficult to overcome, namely the condition of community members in terms of quality, low education, and development that is not following the community’s ability to participate and is not accessible to the community. So it is necessary to make breakthroughs by related parties to help the community raise awareness of the potential benefits for national development (Junge, 2019).

Because the purpose of development is to create a prosperous society individually and socially. The importance of education is to encourage people to participate in responding to sustainable development actively. Underdevelopment, ignorance, neglect, premature death, illiteracy, school dropouts, street children, and human trafficking. That purchasing power is critical to be improved to fulfill the needs of a prosperous life (Bebbington & Unerman, 2018).

Nonformal education in quality and highly competitive development approach will increase the social standard of living in the community and work productivity. The concept of informal education in community-based learning with the hope of changing people’s mindsets and improving their lives. Those who form awareness are trying to change lives through an empowered community nonformal education process. Empowering the poor through nonformal education is an effort to enable the community in all its existence to empower. The center of activity must be in the hands of the community with a starting point from the community, carried out by the community and its benefits for community empowerment or in other words, community-based education to increase social welfare, which must be used as a strategic step in solving the problem of poverty (Sudarwati, 2021).

This social community is a learning community similar to PKBM (community learning activity center). Still, this PKBM is a different institution from the Rumah Bintang social community, a voluntary community of friends around Bandung. The same design moves to the world of nonformal education, which has the goal of community learning activities. Able to accommodate the development of children’s education by developing nonformal education activities and at the same time as a solution for social problems in society. In general, it can at least overcome issues such as poverty, ignorance and the problem of underdevelopment. Whose existence has a role in solving social issues? Become an alternative movement that grows from the community itself for the district to help overcome social problems because the urgent problem is poverty which has been the main problem in our nation (Saragih et al., 2021).

From poverty, opportunities arise other problems such as ignorance, unemployment, hunger to crime. It is not only the problem of the percentage of poor
people but the severity of poverty that needs attention. Efforts to reduce the number of poor people and reduce the severity of poverty. And this social community, as the basis for community activity, has a role in overcoming the poverty level (Alexandrescu, 2020).

Overcoming the poor must always find a solution. Various program developments, especially from nonformal education, in this case through the social learning community, are the basis for poverty alleviation that is right on target and able to make community members empowered independently is a focal point in alleviating poverty. Activities are not only limited to community development but also assist the community in meeting their needs (Chotim, 2021).

In certain circumstances, it is natural because historically, most social communities have acquired their identity through community development linked to social assistance and self-help, the power of which comes from the district. The existence of a social community shows that there is something that grows from the desire of society to help society. It needs to be realized that the condition of society is not entirely a favorable economic condition. Many are still underdeveloped in various aspects of life (Banks, 2020).

Assistance provided to community members is not only limited to the economic sector but also issues of education, religion, health and skills improvement. Individuals essentially founded the emergence and development of these institutions have a social scope, in the sense that the object and subject of its activities are society. Likewise, in terms of what it carries, the social community tends to choose the broader community that is not its members as the target. The activities and movements carried out have a close relationship with improving the welfare or standard of living of the poor, especially the poor. As a result of the continuous world recession, it is challenging to increase development funds (Li, 2020).

At the same time, the drop in the rupiah price and the increase in the price of fuel oil and daily necessities made the domestic economic situation even more difficult. For the poor, this pressure is getting heavier. Several reasons for this learning social community are (1) the government’s lack of ability to reach the lowest strata in the development process and (2) the spirit of devotion and good deeds among community members. Several roles can be carried out in the development of self-help groups, including (1) as a facilitator/catalyst, (2) trainers and educators, (3) encouraging self-help capitalization, and (4) organizing stimulant projects (Yana et al., 2022).

The social community program design generally seeks to improve the welfare of community members categorized as poor and underdeveloped. The role of the social community aims to enhance the interest of every member of the community who is targeted. It is hoped that the community will take responsibility for implementing development. The form of community participation can be seen in social community activities that help some community members who are qualified as poor and underdeveloped. With the role that the social community has, it can alleviate poverty in Bandung, which is the target (Saran et al., 2020).

However, the primary function and the most meaningful role that the social community can contribute as a forum for community learning is to initiate and promote efforts to increase people’s awareness and ability to build and develop
Based on this description, it is hoped that this research can find out the community’s important role in improving the standard of living of the poor and improving welfare in rural and urban areas. The existence of the social community will be seen in terms of its usefulness for the wider community. So from this research, of course, various programs will be implemented (Elfert, 2019).

So far, the Indonesian government has been trapped in a paradigm that economic growth is synonymous with sizeable national income, thus neglecting the people’s economy. This follows the empirical fact that the people’s economy can survive by saving the National economy. Therefore, there is no longer any reason not to acknowledge the existence and role of the people’s economy in the national economic arena. The people’s economy is an independent economy that is not dependent on foreign capital. This needs to be done against the global economic power to increase the national economy’s competitiveness, not through the method voiced by neo-classical conventional financial experts. Several bases of social power are needed in building household economic production, namely protection of living space, provision of knowledge and skills, information approaches, and utilization of social organizations and social networks (Spash, 2021).

Empowerment Social Empowerment Strategy social issues related to how the efforts made to protect the community are associated with the problem of free trade, which has now penetrated all parts of Indonesia. In this context, the government’s position is significant to involve itself in solving problems that the small community cannot resolve, so it requires direct government intervention (Wijaya et al., 2022).

In the context of social empowerment, the government must accommodate and respond to the community’s needs so that people’s welfare can be realized. The experience of development during the New Order era can be a valuable lesson for the current government that the development strategies carried out in the New Order era were only oriented to how economic growth was, and they ignored the social aspects, ignoring the local potentials of the community and the loss of values. The value of cooperation, and solidarity among community members, results in unsolvable social conflicts resulting in regime change (Angelina et al., 2020).

Thus, this aspect of social empowerment cannot be ruled out because it is essential to be carried out quickly, considering that currently, the social capital of the community has begun to be shifted from social life in society as a result of economic growth and the development of times that are so fast that the pattern of community life is more leads to individualistic ways of life (Edwards, 2019).

Empowerment or development in the regions should become a critical priority scale in our present and future development. Such efforts should at least pay attention to three important things, among others, (a) the form of real contribution in the region that the central government expects in the fundamental development process, (b) the aspirations of the regional community itself, especially those reflected in the priorities of regional development programs, and (c) the inter-regional linkages in the local economic and political order. Based on the above description, the concept of empowerment is not just a learning process that emphasizes the orientation of the process and community involvement (Arocena & Sutz, 2021).

The expected outcome of the empowerment process through nonformal education is the growth of awareness and competence and social responsibility and
community capacity to build a better future life. By assessing the empowerment of
the poor through nonformal education, as an effort to improve social welfare in West
Halmahera District, satisfactory results can be obtained in encouraging the poor to
be able and able to be empowered as long as they participate in training and
learning activities short with a systematic and organized procedure with a specific
purpose.

In the National Education System Law, nonformal education institutions
include Course Institutions, Study Groups, Taklim Council, Community Learning
Activity Centers (PKBM), and similar institutions.

Good nonformal education training institutions that support the
implementation of education are very much needed and contribute to achieving the
desired goals. That in formulating educational institutions, especially nonformal
education, dramatically affects the success and achievement of educational purposes
in carrying out training for people who have not had the chance to process formal
education because these institutions are the places where the process of learning and
training activities takes place.

Method

This study uses a qualitative method with a literature study approach, with
the subject of the interview and descriptive analysis observations and concluding the
star house community in Wastukencana Bandung. The data analysis technique used
in this research is a descriptive qualitative technique by making a systematic
overview.

Results And Discussion

Nonformal education program

a. Continuous education which includes:
   • Post-literacy programs.
   • Equality education program.
   • Educational programs to improve education.
   • Quality of life improvement program.
   • Individual interest development program.
   • Future-Oriented Program

b. Adult education
   • Literacy program (adult literacy).
   • Post literacy program (post adult primary education).
   • Educational renewal.
   • Executive cadre education.

c. Nonformal education programs organized in the community
   • Literacy education (literacy eradication).
   • Early childhood education.
   • Equality Education.
   • Women’s Empowerment Education.
   • Youth education.
   • Fostering nonformal education institutions
The purpose of establishing a social community as a halfway house is a process of resocialization, namely reshaping children’s attitudes and behavior according to the values and norms prevailing in society, providing early education to meet children’s needs in preparing for their future, so that in the end they can become a productive community. Furthermore, the objectives of the halfway house can be formulated as follows.

According to the section on street child development, the general objective is to help street children overcome their problems and find alternatives to fulfill their needs. While the specific goals are:

a. Reshaping children’s attitudes and behavior according to the values and norms prevailing in society.

b. Strive for children to return home if possible or to the beach and other substitute institutions if needed.

c. Providing alternative services to meet children’s needs in preparing for their future.

d. The function of a halfway house, namely
   • A meeting place for social workers with street children to create friendships, assess needs and carry out activities.
   • A place to evaluate children’s needs and problems and provide referrals for further services.
   • Intermediary street children with their families, institutions, substitute families and other institutions. They are expected not to continue to depend on the halfway house or studio but to get a better life after the process they have been through.
   • Protection for children from violence that often affects street children or from sexual, economic and other forms of violence that occur on the streets.
   • Information center for various matters related to the interests of street children, such as data and information on street children, education exchanges, skills and others.
   • Restoring and instilling the social function of children where social workers are expected to be able to solve the problems of street children and correct everyday attitudes and behaviors that will eventually become professional, among others, by using the appropriate corridor to the problem
   • The entry route or access to services, namely as a temporary stopover for street children and access to all forms of social services where social workers help children reach these services such as education, health, and others.
   • The introduction of social values and norms to children and the halfway house’s location in the middle of the community.

Community Empowerment Strategy

Of the three strategies above, there are differences. The essential difference lies in the level of implementation, and namely, first, demand is more diminutive than supply in the performance of training starting from the basics, which takes six months. Second, the order is the same as supply in the implementation of direct training starting from developing entrepreneurial skills. Third, demand is not the
same as supply or higher supply, starting from increasing business or looking for development alternatives outside the research area.

Community Empowerment Model

The community empowerment strategy model implemented well by the government and reforming agents still has several weaknesses, so researchers propose scenarios to improve and optimize the Mulyono community empowerment model.

Implementation of the Community Empowerment Strategy Model

The community empowerment strategy model is intended to facilitate reformer agents in carrying out community empowerment activities and independent businesses for the poor, unemployed and with potential. Because the empowerment strategy model is a process where activities are carried out following the established strategic model.

Due to the absence of a community empowerment strategy model, many empowerment programs are not following the expected goals and objectives.

This strategy model applies in urban areas where people have a weak (poor) economic level to be empowered to have better skills, knowledge, and attitudes. The poor have a livelihood and can improve their welfare. (Sunyoto, 2000; David, 2001) The results of interviews between administrators, learning residents, and community leaders can obtain data that the empowerment process activities carried out have not been following the hopes and desires of the poor who have been involved in the process. This can be seen from the process that managers have carried out to help the poor be empowered.

The empowerment process that has been carried out so far in nonformal educational institutions, on the other hand, is that, so far, the empowerment process activities held have not received operational assistance from the local government. This condition makes the nonformal education social community not maximal in carrying out training and learning activities for the poor to be empowered.

In the empowerment process carried out, it has not shown a significant increase in the social welfare of the poor. Building a cooperative relationship is building trust means building culture. Building culture is not just building customs, traditions, and habits, but building culture means building abilities, skills, and attitudes. Suppose these three things are used to build cooperative relationships with education providers. In that case, nonformal will continue to exist and be able to survive in carrying out the empowerment process.

The process of community empowerment through nonformal education is an effort that must enable the community to empower themselves with all its existence. By centering on the community’s activities based on the principles of the community, carried out by the community for the community or in other terms is community-based education.

Therefore, the “process” is the first step to determining the program’s success. If the process runs following the actual stages, then the process results must be good, and vice versa. If the process is not suitable, the results will also not be optimal and achieved adequately following the objectives of the institution or organization concerned.
Empowerment is very synonymous with education, and this is the essence of education itself because what is called education, including nonformal education, is an effort made to empower humans, increase human dignity, and develop the potential that exists in humans so that with their abilities can be developed through a study or training in the hope that they can be empowered.

Therefore, the pioneered nonformal education program must have clear objectives and orientation so that its presence can increase knowledge, skills, professionalism, productivity, and community competitiveness in seizing market opportunities and business opportunities, which on the goal must be able to overcome the problems faced by society in the form of poverty and unemployment because the challenges of implementing nonformal education programs in the future are getting more prominent for the community to meet. This kind of condition should be considered by administrators and the government, which has a big responsibility for the welfare of the poor in the West Halmahera district. So that in the future, nonformal education actors must be able to reconstruct a paradigm for the community and local government that nonformal education is not education that cannot promise the future of society. But nonformal education is education that can provide a future for society. Because the concept of nonformal education has its privileges in educating and empowering the community, this has been regulated in Law No. 20 of 2003 concerning the National Education System.

Conclusion

A good aspiration and hope from the presence of the social community through the nonformal education process to improve the welfare of the community. In reality, the expectations that have been built will not run smoothly. There must be obstacles that make the results that have been attempted insignificant to the welfare of society. But at least what the social community has done has provided many benefits to improve the quality of people’s skills. With this type of training program being a unique program in organizing nonformal education in development and community empowerment activities, improving the community’s economy, social and health activities, internal obstacles in the form of not achieving an ideal goal are external challenges in the form of a lack of understanding of the importance of nonformal education by the surrounding community. Likewise, barriers to financial resources for managing internal support in the form of high commitment are shown by the strong performance of managers.

References


