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Public Participation on Non Formal Education in Gowa Regency South Sulawesi: Study on Community Learning Center

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Abstract—Efforts to improve education quality as human resources, It should become top priorities development hearts of the Indonesian nation. Education provision is expected to be drivers of community empowerment by expanding public participation in the process of education both in formal education, informal education and nonformal education. Community Learning Center as an organization designed to contribute to improving the quality of education needs to empower people, because basically the acceleration power of quality improvement will be achieved if built with the community. Similarly, the existence of the existence of community activity Center relies heavily on community participation. To know people's participation in Community Learning Center research is needed, with the aim to find a picture of participation and other forms of public participation in Community Learning Center in Gowa. This research target is the manager, tutors, learners, and communities around the Community Learning Center numbering as many as 40 people/informants. The type of data in this study are primary data from informants, and secondary data from literature study and documentation. Data collective by observation, interview, and documentation. The data analysis technique used is a combination of quantitative and qualitative analysis techniques. The results showed that the Community Learning Center community participation in terms of aspects of planning, implementation, supervision, monitoring and evaluation is still relatively low. The forms of public participation are realized in the form of attention, thought, time and energy, donations of funds and materials.

Keywords—Participation, Non Formal Education, Community Learning Center

I. INTRODUCTION

Hope to achieve a better future through education, has grown public awareness and triggered positive thoughts and attention to education services. Education as an effort to improve the quality of human resources, should be

the main priority in the Indonesian development [1]. The fact shows that education is not just a simple effort, but a dynamic and challenging activity that always changes with the times. Democratization of education is expected to be a driver of community empowerment by broadening community participation in the educational process that includes the participation of individuals, groups, families, professional organizations, and community organizations in the implementation and quality control of education services. This is in accordance with the mandate of Law No. 20 of 2003 article 54 paragraph I that the community can act as a source, implementer, and users of education.

Education often becomes the focus of attention and targets of community satisfactory [2]. This happens because education concerns the livelihood of all people. Therefore, education needs improvement in order to be in line with the needs and demands of society. Community Learning Activity Center as an organization is designed to contribute in improving the quality of education needs to empower the community, because basically the power of acceleration of quality improvement will be achieved if built together with the community. Structuring of public participation in the implementation of education has been instituted since 1992 with the issuance of Government Regulation No. 39 of 1992 on the Participation of Society in national education. The nature of the government's products is that the participation of the community serves to participate in nurturing, growing, enhancing, developing national education and aims to utilize the potential in society as optimally as possible to realize the goals of national education. Because it has become the obligation and responsibility of the community to help the implementation of education held by the government by participating actively in the provision of education and create learning conditions to realize lifelong education. Cooperation that has been established with various

parties in the implementation of education still contains many weaknesses, should the cooperation not only limited to the provision of funds for the procurement of educational facilities and infrastructure, but much better if it unites steps to increase awareness, togetherness, and public attention to the importance of education. The facts show that community participation in education, particularly in the province of South Sulawesi has not been implemented as expected. Many problems have to be faced with regard to community involvement in building education in this area. One of the obstacles faced is the erroneous perception in society that the implementation of education is done entirely by the government in accordance with the mandate of the 1945 Constitution article 31. Another factor that is considered to influence the low participation of the community towards the development of education, namely the view of society that education is an asset long-term that can not necessarily be enjoyed results.

Difficult facts in the development of education and its relation to community participation are an urgent issue to look for a comprehensive solution. Therefore it is also that encourages the author to conduct research with the hope that the constraints that are considered to inhibit the participation of the community in the development of education in South Sulawesi can be known and looked for a solution, so that in the future the quality of education in this area can give satisfaction to all parties.

[3] Non Formal Education is an educational path outside of formal education that can be implemented in a structured and tiered manner. Non-formal educational outcomes can be rewarded on a par with the outcome of a formal education program after going through an equivalency assessment process by an agency designated by the government or local government with reference to national education standards. Non Formal Education is organized for community members requiring education services [4] whose programs include life skills education, early childhood education, youth education, women's empowerment education, literacy education, vocational education and job training, equality in education, and other education aimed at developing the ability of learners. To realize the program community participation is needed .

Participation by [5] Mikkelson (2004) has several meanings: (1) participation is voluntary contributions from the community to projects without participating in decision-making; (2) participation is "sensitizing" (sensitizing) the community to improve acceptance and ability to respond to development projects; (3) participation is the voluntary engagement by the community in its own prescribed change; (4) participation is an

active process, meaning that the relevant person or group, takes the initiative and uses its freedom to do so; (5) participation is the consolidation of dialogue between local communities and staff preparing, implementing, monitoring projects in order to obtain information on local contexts, and social impacts; (6) participation is the involvement of the community in their self-development, life and environment. Understanding of other participation is proposed by [7]Sumadi I Nyoman, (2009) that participation is the participation of a person or group of people in the development process either in the form of statement or in the form of activity by giving input thoughts, energy, time, skill, capital or material and also take advantage and enjoy - development results. [6] which means that participation is a descriptive term that shows the involvement of some people with significant numbers in various situations or actions that can improve the welfare of their lives.

Based on the definition of participation described above, it can be argued that participation is the active involvement of a person or group of people consciously to contribute to development activities in both the planning, implementation, monitoring and evaluation phases. Participation refers to nine categories of community participation, namely: (1) community initiatives and community participation voluntarily; (2) the initiative of the community and the participation of the community due to an incentive obtained; (3) initiatives in society and participation through implementation; (4) government initiatives and voluntary community participation; (5) initiatives from the government while community participation due to incentive rewards; (6) initiatives from the government while the participation of the community due to the implementation; (7) initiatives emerge as a share of government and society participating voluntarily; (8) the initiative emerges as a share between the government and the community participates voluntarily; and (9) initiative is a share between government and society while the community plays an instructive / coercive role [8]. The concept of classification of participation as noted above suggests several ways to develop community participation in a joint activity on the basis of volunteerism that can emerge either from within oneself nor as a result of the encouragement of others outside the group itself.

Based on the description that has been mentioned above, this study aims to provide a picture of public participation in Non Formal Education, especially at the Center for Community Learning Activities in Gowa regency of South Sulawesi

II. RESEARCH METHODS

11 The approach used in this study was a qualitative approach. This research was descriptive that aimed to describe the properties of a particular individual, state, symptom, group, or to determine the frequency of a certain relationship between a different phenomenon in society. Qualitative approach, according to Bog and Taylor [9] Moleong (1994) 3) is a research procedure that produces descriptive data in the form of written or oral words of the people and behavior that can be observed. According to Nasution (1996) a qualitative approach has characteristics (1) has a background and the researcher serves as the core instrument; (2) is descriptive; (3) tend to analyze and deductive; (4) meaning is very important.

Based on the above concept, it can be argued that qualitative approach can describe the data in the form of descriptive. The objectives of this study are the organizers and organizers of Community Learning Center, tutors, study residents and communities around the Community Learning Center in Gowa District with 40 informants [10].

7 The types of data in this study were primary and secondary data, primary data in the form of information from managers and organizers of Community Learning Centers, learning residents and community members around the Center for Community Learning Activities. Secondary data was obtained from written sources through literature studies, and documentation [11]. Data collection was done by: 1) observation; the collection of primary data about the phenomenon of community participation in the management and implementation of Community Learning Center program is done by direct observation in the field; 2) in depth interview to a number of informants about community participation in the management and implementation of Community Learning Center; and 3) documentation. Secondary data collection was done by recording and documenting data obtained from government offices and Community Learning Activities Centers. 1 Data analysis technique used is a combination of quantitative and qualitative analysis techniques. Quantitative analysis techniques in the form of numbers/percentages. While the qualitative data analysis technique was basically the data described in the form of words or sentences. This analysis consisted of 3 activity lines, namely: data reduction, data presentation, and withdrawal/verification [12] Miles B. Matthew, (1992)

III. RESULTS AND DISCUSSION

Public participation in Non-Formal Education, especially at Community Learning Center was the physical and mental involvement of the community

based on their roles and functions [13]. The results of research related to this aspect could be stated that there are 67.5 percent of informants said rarely and even never participated, especially in giving consideration to the organizers and organizers of Community Learning Center related to education policy, 15 percent stated sometimes, and 17, 5 percent stated always. Thus, the participation of the community in the development of Non-Formal Education, especially at the Center for Learning Activities of community, was still low.

The description of community participation in the socio-economic condition of the families showed that in general 72.5 percent of informants said they rarely and never participated, 12.5 percent said sometimes, and only 15 percent stated always. Thus, community participation in the development of Non-Formal Education, especially at Community Learning Center, was still low.

The description of community participation in giving inputs to the managers and organizers of the Community Learning Center on the preparation of the work program budget plan showed that generally 70 percent of informants said they rarely and never participated, 12.5 percent said sometimes, and 17.5 percent stated always. Thus, the participation of the community in the development of Non Formal Education especially in Community Learning Center was still low.

The description of the community's participation in giving written feedback to the organizers and organizers of the Community Learning Center on the development of Community Learning Centers showed that generally 70 percent of informants said they rarely and never participated, 7 percent said occasionally, and 22, 5 percent stated always. Thus, community participation in the development of Non Formal Education, especially at the Community Learning Center was still low.

The description of community participation on the granting of consideration to the Community Learning Center on the development of local content curriculum showed that in general 67.5 percent of informants stated rarely and never participated, 12.5 percent said sometimes, and 20 percent of informants stated always. Thus, community participation in the development of Non-Formal Education, especially at the Community Learning Center was still low.

The description of community participation in giving feedback to the Community Learning Center about the learning process showed that generally 67.5 percent of informants stated they were rarely and never participated, 12.5 percent said sometimes, and 20 percent stated always. Thus, the participation of the community about the learning process of grip for the development of Non Formal

Education especially in the Community Learning Center was still low.

A description of the community's participation in the deliberations of Community Learning Center organizers on the formulation of the vision and mission of the Community Learning Activity Center showed that generally 67.5 percent of informants said they rarely and never participated, 15 percent stated occasionally, and only 17.5 percent stated always. Thus, the picture of community participation in the formulation of vision and mission for the development of Non-Formal Education, especially at Community Learning Center was still low.

The description of community participation in the effort to encourage parents/communities to participate in non-formal education showed that generally 65 percent of informants said they were rarely and never participated, 17.5 percent said sometimes, and only 17.5 percent stated always. Thus, public participation towards the development of Non-Formal Education, especially at Community Learning Center was still low.

[14] The picture of community participation in seeking funding from businesses and industries for the development of Community Learning Centers showed that generally 65 percent of informants said that they were rarely and never participated, 12.5 percent said sometimes, and 22.5 percent said always. Thus, public participation towards the development of Non-Formal Education, especially at Community Learning Center was still low.

The description of community participation as a resource for intra-curricular activities for learners showed that generally 67.5 percent of informants said they were rarely and never participated, 12.5 percent said sometimes, and 20 percent stated always. Thus, public participation towards the development of Non-Formal Education, especially at Community Learning Center was still low.

The description of community participation in the effort to motivate the community to increase the commitment to improve the quality of Non Formal Education showed that generally 67.5 percent of informants said they were rarely and never participated, 12.5 percent said sometimes, and 20 percent stated always. Thus, public participation towards the development of Non Formal Education, especially at Community Learning Center was still low.

A description of community participation helped the organizers and organizers of Community Learning Centers conducting community fundraising, indicated that generally 70 percent of informants said they were rarely and never participated, 15 percent said sometimes, and 15 percent said always. Thus, the participation of the

community towards the development of non-formal education, especially at the Community Learning Center was still low.

A description of community participation helped managers and organizers of Community Learning Centers in creating relationships and cooperation showed that in general informants 62.5 percent said rarely and never participate, 12.5 percent said sometimes, and 25 percent said always. Thus, community participation in the development of non-formal education, especially at the Community Learning Center was still low.

The description of community participation helped the organizers and organizers of Community Learning Centers in creating cooperation between Community Learning Centers and parents' parents, indicating that in general 62.5 percent of informants stated rarely and never participated, 12.5 percent stated occasionally, and 25 percent stated always. Thus, community participation in the development of non-formal education, especially at the Community Learning Center was still low.

The description of community participation in evaluating the policies of non-formal education showed that in general, 65 percent of informants said they rarely and never participated, 17.5 percent said sometimes, and 17.5 percent stated always. Thus, the participation of the community towards the evaluation of the program policy of Non-Formal Education especially in Community Learning Center was still low.

The description of community participation on non formal education at the Community Learning Center showed that generally 55 percent of informants said they were rarely and never participated, 15 percent said sometimes, and 30 percent said always. Thus, the participation of the community at the visits of *Nonformal education* at the Community Learning Center was still low.

Description Participation of the community asked for explanation to the managers of the Community Learning Center about the results of the learners' lesson, indicated that in general informants 50 percent stated rarely and never participated, 20 percent stated sometimes, and 30 percent stated always. Thus, the participation of the community to request an explanation to the managers and organizers of Community Learning Center was still low.

The description of community participation in exploring the possibility of collaboration with other institutions to promote the Community Learning Center showed that in general 67.5 percent of informants said they were rarely and never participated, 15 percent said sometimes, and 17.5 percent stated always. Thus, the participation of the community in exploring the possibility of

cooperation with other institutions to promote the Community Learning Center was still low.

As the results and discussion of research on community participation in non-formal education, especially at the Community Learning Activities Center described above, and by looking at the trends of the data obtained, it could be seen that community participation in non-formal education, particularly at the Community Learning Center generally have less concern [15]. Generally they declared rarely or never participate. Only a small proportion indicated that always participated in the development of Non-formal Education especially at Community Learning Center. This means that community participation in non-formal education, especially in the development of Community Learning Centers was still low.

IV. CONCLUSION

Community participation in non-formal education, especially in the development of Community Learning Activities Center in terms of planning, implementation, monitoring, monitoring and evaluation is still low [16]. Generally, informants stated rarely even never participated, and only a small part that states always participate in every development program Center for Community Learning Activities.

The form of community participation in the development of the Community Learning Center is the involvement of the community in giving attention, thought, the provision of spare time, personnel, funding and material assistance or in the form of attendance at activities organized by the Community Learning Center. This is made possible by the erroneous perception of some members of society who think that education is the responsibility of the government. Another thing that affects the low level of community participation in non-formal education, especially at the Community Learning Center is that some members of the community prefer consumptive life, such as buying land, gold jewelry, home furnishings, and hajj (due to prestige), rather than send their children to school.

To increase community participation in the mining of Community Learning Centers, it is necessary to socialize the responsibilities of education by parents, community and government, program management, financial transparency, regular meetings, successful graduates identification, business and industry engagement,

implementation of the paguyuban system, comparative study on Other Community Learning Activity Centers to share experiences, and awards to community members who are always participating in the development of Community Learning Centers.

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