

EVALUATION OF LIFE SKILLS EDUCATION BASED NONFORMAL EDUCATION FOR PROVERTY REDUCTION

By Sri Rahayu

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Abstract-This research aims to know efectivity of implementation of life skills education program viewed of the outcome aspect to proverty reduction, partnership on the implementation, and prospective development to the future. The research which is done in three regencies i.e Labura, Serdang Bedagai and Langkat, used the CIPP model of evaluation. The model of evaluation applied to life skills education program which has run in the regencies. The result of study shows that efectivity rate of implementation of the programs are more focused on skills/pratical education and is not optimal yet especially viewed of output and outcome component for achieving job and developing entrepreneurship. Partnership on implementation of the program is implemented good enough, but the result is not effects optimally to proverty reduction. To develop the program, it is need to correction or improvement about everything deal with levels or steps of the management of the program consist of planning program level, implementation program level, and monitoring and evaluation program level.

Keywords: Non formal Education, Life Skill Education, and Poor man.

1. INTRODUCTION

Various empower the poor by organizing non-formal education program, has been done by the government and / or community aimed at the individual, group, and / or comunity Program-non-formal education programs for the poor in the society is basically implemented to meet the diversity of the quantity and qual⁷ needs of the poor. The programs were developed by government. For the example through the Ministry of National Education, Ministry of Manpower and Transmigration, Ministry of Social Affairs, etc., that his form could be a vocational education program (life skills), and so forth.

Non formal education program becomes a tool to equip comunity with the knowledge, values and skills needed to improve the quality of life and life and the lives of people who more large. Hal This means that non-formal education program organized a consequence of the result of changes that occurred in the community environment that requires anticipation and comfortable. In fact empirically show that a high number of unemployed in the community due less capabilities of human resources, where these qualities are not in accordance with the progress or changes that occurred in the business field that is rapidly changing.

This research was conducted to study the problems in the implementation of the work skills education program that is in a variety of non¹²rmal education programs in an integrated manner, which is restricted to the problem: 1) How is the effectiveness of life skills programs in a variety of non-formal education programs in addressing rural poverty ?, 2) How the impact of the non-formal education skills-based program of work in addressing rural poverty ?, 3) What synergy implementation of non-formal education programs based on life skills in addressing rural poverty ?, and 4) How is the development of non-formal education program models based on life skills in comunity for the future?

2. REVIEW OF LITERATURE

According to Coombs' (1985: 10) non-formal education is any activity organized and systematic, outside the system in the institution established, conducted independently or an important part of broader activities which deliber⁶ely done to serve learners particular in achieving learning goals. Non formal educational objective is to meet th⁶needs

Education (learning) the wider communities are very diverse educational needs, by providing knowledge, skills and values that are needed in order to improve the quality of personality, improve welfare, building a d¹⁰mic social life, and the realization of a participatory political life. Non-formal education includes Non-formal education (Non-formal education), popular education, personal development, vocational and professional training, literacy skills development, and supplementary

6 non-formal education programs (Hoppers, 2006). Whereas in the context of rural poverty, Coombs' (1985: 10) explains that the activities of non-formal education program includes agricultural extension and training of farmers, program "literacy" for adults, job skills training held outside formal education, association teen with purpose education and other community development programs in the areas of health, nutrition, family planning, 4 operative and others. 1

From the opinions thriving, life skills are skills that one has to dare to deal with the problems of life and living naturally without feeling anxious, depressed, and then proactively and creatively search for and find a solution so that eventually able to overcome in order to realize a prosperous life. Life skills need to be mastered by every member of society to face the challenges of life changes that contains a variety of intense competition in meeting the needs of life. In the context of the development of education in Indonesia directed at the result. Quality and relevance of education, the Ministry of National Education (2003) classifies four life skills, namely: 1) personal capabilities (personal skills), which includes the skill to know yourself, know-how rational thinking and confidence, 2) proficiency social (social skills) such cooperation, considerate and social responsibility, 3) academic skills (academic skill) as proficiency in thinking scientifically, conduct research and experiments with a scientific approach, and 4) vocational skills (vocational skills) is a skill that is associated with certain occupations that are in the public as in the field of services and the production 5 certain goods. Life skills need to be established and developed through a process of education that is based on the principle of the four pillars of education: learning to acquire knowledge, followed by learning to know how to learn, learning to do the work, study to be able to be useful and to learn to live together with people other.

The poor were a group of people who have less or no access to existing resources in the community or other opportunities that can not be optimally develop themselves and their lives. The poor have limitations in utilizing various resources to improve the degree of welfare such as not having a job, lack of capital, lack of access to means of communication, role in civic organizations, etc. The process of individuals, groups or communities become poor can be seen in three dimensions, which is also for the emergence of the phenomenon of poverty, which is the cultural dimension, structural dimension, and geographic dimensions.

Regarding evaluation, Stufflebeam (Knowles, 1980) and Sudjana (2006) Other gnta explained that an objective evaluation of the program is to achieve a proactive evaluation to serve decision-makers, and retroactive evaluation for accountability purposes. Kirkpatrick (1994) states that the program evaluation conducted to demonstrate the performance of the program in achieving its intended purpose, to decide whether or not to continue a program, and obtain information on how to improve the program in the future.

3. METHOD

This research is evaluative, the research results can be useful for solving the 3 problems encountered. Evaluation model used in this study is the evaluation model developed by Stufflebeam (Stufflebeam, et al. 1986: 117) with a model CIPP his (context, input, process, product) to analyze the implementation of the nonformal education program for poor people in developing community empowerment program.

This study was conducted in North Sumatra Province from July to August 2016. Sampel specified location three districts / cities: City Siantar, Langkat, Serdang Bedagai. Sample units of education, non-formal education program, and the respondent has defined aims. The subject of analysis in this study is a non-formal educational programs based on work skills education program in an integrated manner both held by the government and held by the public or private parties such as LSM.

Data collected through questionnaires, interviews, documentation, and observation with the use of questionnaires and interview guides, documentation, and observation. And the 8 descriptive data analysis was done using qualitative analysis techniques and kuantitatif. qualitative analysis technique includes data reduction, data presentation and conclusion (Miles and Huberman, 2007) .Meanwhile, the data obtained in the form of quantitative presented in tables, charts, and diagrams as well as descriptive statistics were analyzed.

4. RESULT

4.1 Life Skills Education Program

In the field can recognize several life skills education program implemented by the government and society. Life skills education programs that include skills program Sewing, Computers, Tata Beauty. Computer skills training program was held for 200 lesson hours by LKP Technos Kec.Firdaus Kab.Serdang Bedagai of leader This program is intended to equip the young neighborhood with useful skills that can be used to obtain a wide range of opportunities in business man. The Young Man is They drop outs and / or that the economy is low. The program is a relief from the State Budget. The number of participants who joined this activity as much as 20 people, with two facilitators of learning.

Basic sewing skills education program aims to equip learners sewing skills in order to increase revenue. The importance of the program is implemented also due to business opportunities in the region around quite Best. Program this education is an education program organized by LKP Fadillah in the village Aek Kuo North Labuhan Batu sub-district. The education program was attended by 10 residents who were recruited to learn from villagers in around do not get the job done and they are included in the productive age. This program aims to equip learners to be able to do the activities of entrepreneurship in order to improve their lives.

The program is financed from own funds of funds (standalone) LKP Muliyani and collect fees from residents to learn. The goal of this program is to learn the interests of citizens with these skills as much as 10 person .To help develop this program, there are two facilitators who leader in the interpersonal learning (informally) by the manager.

4.2 Implementation of the Life Skill Education Program

Implementation of life skills education in Langkat as a whole can be seen that viewed from the input component and the learning process, the implementation of life skills education in Serdang Bedagai has been running well. However, judging from the results output component of learning and support environment or context was shown not as good as the input component and the learning process. Components of the output of education tend to be moderate, as well as for the environmental component or context despite the high category and is not much different relative percentages.

The same thing that happened also in the implementation of life skills education in Serdang Bedagai known that the input component looks good, so does the learning process. However, the output component of learning outcomes and the context or environment still shows the state of being in the category comparison was 60% and 40% category Heigh. The conclusion that the components of the participants and the learning process in both categories, but has yet to contribute to the attainment of learning outcomes with the support of an environment that has both catagories.

How is the implementation of life skills education in the district of North Labuhan Batu? Is the condition also has similarities with the implementation of life skills education in Langkat and Serdang Bedagai? Shows that the implementation of life skills education in the district. Labura relatively better than the other two sample districts. Component input reaches 80% good, components of the learning process at 90% good, component output reached 70% good, and components of the context of achieving 60% better. However, when viewed pattern is generally the conclusions that can be noted is that the input component and the learning process have demonstrated good condition, but still has not been matched by the output component and the context generally indicates moderate conditions.

The picture above on the implementation of life skills education that includes ¹⁴ the components is the image according to the managers or tutor. How the participants' opinions ¹⁴ on the implementation of life skills education as a whole?.

Implementation of life skills education viewed from the component inputs are in the high category, component of the learning process in the low category, as well as to learn the results output component and the component context or environment. This means that the implementation of life skills education in Langkat by the participants as a whole is still categorized as good, although for the component input has been entered in both categories.

The same thing also happened in the District Labura. It can be seen that the implementation of life skills education viewed from the component input has been categorized as good, but when viewed from the component of the learning process, the output of learning and the context or environment the ¹uation is still quite good, tend to the moderate category for the learning process and even lower

category for components context or environment. The general conclusion that can be stated is that the implementation of life skills education in the District Labura be seen by the above-mentioned components show the situation is still not good category as a whole, still needed repairs on the three other components are components of the learning process, learning outcomes and outputs environment or context.

4.3 Interlacement Cooperation.

Information obtained from the field indicates that there are a number of parties involved in implementing life skills education in the three sample districts, namely: the central government (depdiknas and Ministry of Labour), the district is comprised of departments of education and manpower, the village government (kalurahan), figures society, superintendent of public education, tutor, vocational educational institutions in the district, and local companies.

The central government (Ministry of National Education and the Ministry of Labour) to allocate funds for educational programs and life skills at the district level. The district government through relevant agencies also prepare budget funds for life skills education activities organized by the community through the LKP or not. LKP acting as the implementing programs supported by community leaders and overseers Dikmas to socialize the program and recruiting participants, tutors to carry out the study, and local LKP to carry out cooperation learning and practicing skills. At the village level, village governments are implementing life skills education with funds from the central government and local governments. Meanwhile, local companies play a role as a partner through an internship or graduate distribution.

5. DISCUSSION

One of the key questions in carrying out technical evaluation of ongoing programs is whether the programs implemented it has achieved the goal or goals that have been set or whether the program has been implemented effectively?

This evaluation found that the pattern implementing life skills education is that the management of input component and the learning process has been implemented with good category, but has yet to produce the output of learning and the benefits are too good and was followed by the components of the environment or context that is also equally good category. The evaluation found also that life skills education in the District Labura the implementation is relatively better when compared with the results of the implementation of life skills education in Langkat and Serdang Bedagai views of all of the components that were evaluated are input component, the learning process, the output of learning, and the context or environment.

Of the many factors that can affect it among other things: the characteristics of life skills education program itself, which turned out to be more focused as educational skills, the heterogeneity of the characteristics of cognitive residents learned that affects achievement of learning objectives, the implementation of life skills education program do not provide optimal opportunity for citizens to learn to deepen the learning materials, partner institutions that exist in virtually all life skills program limited its role as a provider of a resource and equipment providers practice, every life skills education program organized demanding independence for the graduates to practice their knowledge, and related to the above factors, the unpreparedness or concerns graduates to do a new job where the level of constraints and success can not be known with certainty

Based on the information obtained, the creation of all graduates who work so as to improve the quality of life has not happened to any life skills education program studied. After learning activities done, the graduates of the program have difficulties in developing the business due to lack of capital, based on ignorance about business opportunities, fear of failure, and unwillingness to part with the family is also a cause of lack of success implementation capabilities. This is apparent from at least the graduates are able to survive in developing its business in accordance with the capabilities that have been studied both in the program sewing skill, computer and Beauty layout where most graduates return to work previously involved. Meanwhile, the education sewing program discovered a different reality that graduates develop their businesses in accordance with the skills possessed in groups.

Thus, depend on this, program planning needs to consider the impact of the continuation of programs that do not merely provide learners with the ability to match the learning outcomes, but to establish the conditions that support the successful use of learning outcomes residents learned that

improving the quality of the economy which was originally on individual level expands rapidly and precisely targeted at the level of the larger society. Thus, the problem of poverty facing can be resolved effectively and efficiently

Education programs involve interested parties, both internal namely learners, and organizer / manager, and external parties, namely local community leaders, educators (CGC), ruler (educators), the government and the local Dikmas overseers. In terms of quantity, those involved in almost every program is still relatively small. In the planning stage, all education programs studied have not involved citizens learn aktif. Students study or target group in the planning stages of the program have not been engaged mainly in the assessment of educational needs perceived by them was something very needed, which is perceived by himself. The absence of citizen involvement learning will influence the attitudes and motivation in the process of implementation of the program. During the implementation phase, the important role carried out by the organizer / manager and the partners (LKP), both individuals and institutions as a educator / technical resource, and practice equipment providers. Partners can not facilitate optimal in apprenticeship, keynote speakers successful businessman, or a visit to the craft industry centers, etc. to provide learning experiences to learners are more varied and supportive learning success.

While the evaluation stage, educators (on LKP) plays a role in assessing the learning outcomes residents learn to coordinate with local agencies, and supported by the organizer / manager. Another role of overseers is monitoring for ongoing learning activities. Based on this it can be argued that in order to create good confession on the part of users or the public at large, ideally evaluating learning is done by considering the competencies that will be established, the usefulness of the evaluation, and involve various stakeholders competent for example has the expertise and authority in determining graduation standards and test procedures

Based on the above, life skills programs should be organized in a systematic manner and not randomly walk. Thus, understanding and success of the organizer / manager in partnership with others is an important aspect. The identification of each stakeholder carefully ensure ease of implementation of the education program. Thus, managers are required to have skills in analyse possibilities, opportunities and barriers in partnering with individuals or Institution. It is due to the presence of interested parties on life skills education program can be difficult to obtain and very limited though their presence is something that is desperately needed. Based on the results of the study can be formulated development of life skills program delivery models that can be used as a reference for the future, as follows:

In the pre-implementation phase, there should be activities that include: 1) identification of needs carried out jointly with the aims group, 2) is supported by relevant data and objective; 2) the need to consider the relevance of education to employment; 3) the selection of the learners do more to consider various aspects such as interest, motivation, and commitment of citizens to learn; 4) the determination of educators consider the competence and commitment; 5) learning facilities conducted by depend on suitability, completeness, and ease of use; 6) learning material prepared in accordance with the program objectives, challenging, and integrated between the material and the lives of citizens, and 7) prior to the implementation of the program, an assessment of the stage of preparation needs to be done carefully.

During the implementation phase need to do activities that include: 1) the learning process is done in ways (methods) varied both theoretical and practical; 2) learning is done by emphasizing the principle of mastery (mastery learning); 3) Climate learning is done in an atmosphere of intimacy and equality; 4) the use of learning resources are fit for use in the community; 5) educational development services learners need to be developed; and 6) an assessment of all of these activities need to be organized.

At the post-implementation phase needs to do activities that include: 1) assessment of learning outcomes do with the principles of relevance and objectivity; 2) assessment of learning outcomes using accurate data and instruments that are valid and reliable; 3) related to this case (2), assessment needs to be carried out in cooperation with other competent parties to ensure Quality in graduates is not just a mere formality; 4) support material and / or moral undertaken to develop an attitude of self-reliance of the graduates in practice the skills they have; 5) associated with the (4), a network of cooperation with partners who act as donors, tutors, assistants, labor-receiving, etc. needs to be done; 6) formed and develop social containers which have the function of empowerment, which can be used

as a coaching, business development and knowledge sharing, and 7) an assessment of all of these activities need to be organized.

4 CONCLUSION

Based on the research results can be concluded that the implementation of life skills education program in all districts of the sample has been running pretty good views of the component context, input, process, and product. However, the component impact, most graduates have not been able to practice competencies that have been owned in the world of work / business because of various factors that influence the success of both originating from citizens to learn, learning processes, and the environment. This condition indicates that the implementation of life skills education has not all be optimized to reduce / overcome poverty prompt, thorough and, the successful attainment influenced by synergy of stakeholders in the implementation of the education program. In the implementation of life skills programs illustrates that synergy and involvement the still limited role in organizing the Instructional program. Therefore, the implementation of life skills education program needs to be based on the opinion that the program should produce quality graduates, market-oriented learning, and of huge benefit programs for individuals and communities so that the stages of the delivery of quality programs need to be done

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