Non-Formal Education Service Implementation for Unreached People in Education Service Rights For Marginal People in Situbondo Regency

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ABSTRACT

The aims of the study are describing, analysing, and interpreting: 1) Non-formal education service implementation for unreached people in education service rights for marginal people; 2) the role of stakeholders in non-formal education; 3) Supporting factors that influence the implementation of non-formal education service policies; and 4) Inhibiting factors that influence the implementation of non-formal education service policies in Situbondo Regency. The results of the study show that: 1) The actual non-formal education service in Situbondo Regency has been developed across Situbondo Regency area i.e. 17 districts consisting of 132 villages and 4 rural area; 2) The role of central government, local government, authorities and people are references for the implementation of non-formal education in Situbondo Regency; 3) Supporting factors that influence the implementation of non-formal education service policies are regulations that other than early childhood education, illiteracy eradication program is a priority program from The Ministry of Education and Culture. 4) Inhibiting factors that influence the implementation of non-formal education service policies are related to human resources, budget, facilities, work mechanism and monitoring and evaluation; 5) The implementation of non-formal education service policies in Situbondo Regency have given significant impacts to become better society which can be seen from the socio-economic growth of people in Situbondo.

Keywords: Implementation, non-formal education service, education rights, marginal people

INTRODUCTION

It is one of the state's obligation to provide affordable education service to educate people, hence the state should employ all systems to run education services. Winarno Surakhmad [1] states that "whether acknowledged or not, there is a fact that not all citizens in this country have access to education. This fact is clear even though it is not supported with statistical details. We can see school drop-outs almost everywhere in the country because of many factors such as the incredibly high school fee. Even in city corners, we can see school-aged children who work odd jobs in the streets or intersections. The sadder fact is that some school-aged children commited suicide as a result of desperation of not being able to pay the school fee for months."

Based on the data above, Regional government of Situbondo implements the policies of education services for marginal people in Situbondo in a variety of ways such as: First**,** the program of non-formal education service is implemented through the refinements of policy implementation system that is related to the following activities: 1) Learning system

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components; 2) Types of non-formal education service program; 3) Types and number of executing institutions ; 4) Learning system components consist of vision and mission, planning, implementation of program standard decisions and the expected outcome standard.; and 5) Impacts of service policy implementation in the form of education access for marginal people towards the provided education service in fulfilling education rights for marginal people, education service implementation model and education service improvement that is going to be formulated. The second was Central government formulates and decides government regulations on: 1) Non formal education; 2) Decision on policy implementation guidelines as a basis of supportive non formal education program; 3) Follow up of study results and non formal education learning results; 4) Facilitation of non-formal education program institutions and the mechanism that support the program; 5) Regulation or permit that makes the program easily plausible; 6) Decision on regulation standards;7) Facilitation of funding for non-formal education program i.e. Central funding, regional funding and/or people's funding; 8) Facilitation of non-formal education policy implementation; 9) Guidelines of monitoring and evaluation of non-formal education activities. Other than that, Situbondo regional government has also formulated and decided a government regulation on: 1) Non formal education; 2) Regional policies or *PERDA* of the province and Situbondo regency/municipality as the basis of supportive non formal education program; 3) Result/follow up of non-formal education; 4) Facilitation of non-formal education program institutions and the mechanism that supports the program, as well as regulation/permit that enable non formal education exertion, and decided regulation standards; 5) Facilitating the funding for non-formal education through central funding, regional funding and/or people's funding; 6) Facilitating non formal education policies. Regional government monitors and evaluate non formal education program. The roles of Stakeholders are doing the following activities: 1) Partnership that is related to learning results and technical resources based on the needed expertise; 2) Preparation of students, teachers and educators for non-formal education program; 3) Coordination with non-formal education supervisor; 4) Non formal education learning process, 5) Non formal education administration, 6) Non formal education assessments in which people participate in the learning process. The tird one was ffactors that influence non formal education service policies implementation are related to human resources, funding, learning facilities/infrastructure, organization and work mechanism, implementation guidelines and monitoring. It is understood that marginal people have often been a small part or missed from attention, however they have equal basic rights for education. To illustrate policies and education program service especially non formal education for marginal people, the research is conducted in Situbondo Regency.

Based on the background of the study above, statement of the problems can be outlined as follows: 1) How is the implementation of non-formal education service policies for unreached people in fulfilling marginal people rights in Situbondo at present?; 2) How is the role of central government, regional government, stakeholders and people in non-formal education in Situbondo?; 3) What are the supporting and inhibiting factors that influence the implementation of non-formal education service policies in Situbondo?

MATERIALS AND METHODS

Public Administration

Public administration includes all governance activities that comprise governance management activities (planning, organising, exertion, development supervision) with work mechanism, human resources support and administratin support [2]. Publicly cooperative and organised relationship phenomenon is a study under the realm of public administration [3].

According to Denhardt & Denhardt [4], the real public stakeholders are people, public administration is supposed to focus the attention to the responsibility for serving and utilising citizen through public organisation management and public policy implementation.

Public Policy

State life in a community demands interaction between leaders and their followers or between government and people. Basicaly, both government and people run their own functions, so there are differences in rights and obligations between government and people in living state's life. Government reflects people's representatives, hence ideally government's will reflects people's will.

Non Formal Education Policy

Education rights is one of human basic rights regulated through Act number 11, 2005, which means that government cannot ignore people's rights for education (article 13 and 14). Education rights as stated in 1945 Constitution is that everybody has a right to develop him/herself through fulfilling his/her basic needs and has rights for education and gains benefit from science and technology, art and culture to improve his/her life quality for human prosperity (Verse 28B Article 1).

Public Service

The term public service refers to people or common understanding. Nurcholish [5] defines that public relates to a number of people who has similar thoughts, feelings, expectations, proper attitudes and behavior based on the believed norms.

The study aims at finding, understanding, explaining and illustrating the phenomena; hence the study utilizes qualitative approach. Strauss and Corboin [6] state that one of benefits of qualitative research is that its capability of in giving explanation from complicated details of a phenomena that might be impossible to do with quantitative approach.

Research Site

The study is carried out in Regential Government of Situbondo.

Source of Data

Informants in the study will be decided simultaneously by using snowball samplingtechnique. Snowball samplingtechnique is a sampling technique with the number of informants that is started from a small number and developed into bigger ones. It means that the most important stage in deciding the informants is finding the key informant i.e. the most knowledgable person about the information related to the issues in the study, henceforth next informants can be decided based on the guidance from the key informant and so on.

Data Analysis

The collected data will be analysed to gain deep and comprehensive results. Data analysis is a systematic process of finding and organising interview transcripts, fieldnotes and other materials found in the research site. All will be gathered to develop understanding on a phenomena and help present the research findings.

Data analysis method used in this research refers to Miles and Hubeman i.e. interactive analysis method model. There are four activities within interactive analysis method model that should be done continuously and repeatedly i.e. data collection, data reduction, presentation and conclusion.

RESULTS AND DISCUSSION

Concrete non formal education service in Situbondo has been done across the region in 17 districts that consist of 132 villages and 4 rural areas, with types and form of service in accordance to people's need. Even though it has not fulfilled people's learning need completely, it can be explained in more details as follows:

1. In relation with the learners, policy implementation system has attempted to improve the quality of the learners in order to serve non formal education target gradually. There has also been attempts to improve the quality of teachers and educators who are important components that are closely related to methods implementation, learning techniques and material selections. Therefore, Situbondo government has attempted to improve educators' competencies to give qualified education service through *APBN* or *APBD* in activities such as workshop, training, seminar, orientationor group works in each unit.
2. Non formal education institutions are *SKB, PKBM, TBM*, Community and religious institutions. The number of educators is sufficient, yet there is a variety of problems in regards to facilities and infrastructure i.e. ranging from standardized to limited condition.
3. Vision and mission for the level of *SKPD* i.e. Office of Education is available, while most other non formal education institutions have set their own vision and mission that refer to the existing vision and mission set by the Office of Education. Administration and result standards refers to Minister of National Education Regulation number 58, 2009. In addition, the present condition is not yet optimum.
4. Non formal education service process in Situbondo involves all existing potentials and is suitable to the valid technical and implementation guidance towards achieving education mission in Situbondo.
5. Basic data of non formal education target in Situbondo is sufficient i.e. obtained from *BPS* or Statistical Center Bureau in Situbondo in forms of numbers, and obtained from education data in Office of Education in Situbondo.

Policies in non formal education process:preparing permit regulation; preparing infrastructure; preparing funds; improving teachers' and educators' competence. The roles of central government, regional government, stakeholders and people can be outlined as follows:

1. The roles of central government
    - Central government's regulation plays a role as a reference for non formal education implementation in Situbondo.
    - At every program, central government always provides implementation reference in the form of technical or implementation guidelines.
    - Central government provides formulation of policies in relation to the results and follow up of non formal education learning results. This can be seen fromthe follow up program as the continuation of the previous program and programs directed towards businesses and industries.
    - Central government sets up the mechanism that supports implementation, regulation and permit, and regulation standards that provides guidelines

towards the implementation mechanism in permit implementation as well as non formal education service standardsin Situbondo.

- Central government provides funds for: a. Preparing implementation funds despite the limited amount, b. encouraging regional governments to allocate bigger budget for non-formal education implementation.
- Central government facilitates non formal education policies by: a. Giving policy guidelines for non-formal education implementation; b. giving technical guidance in relation to non-formal education implementation either directly of through central technical implementation unit.
- Central government provides reference and funding support for monitoring and evaluation.

2. The Roles of Regional Government

- Regional government provides inputs for government regulations that serve as the basis of non-formal education implementation.
- Regional government serves as considerate in formulating and deciding regional regulations about non formal education implementation.
- Regional government provides fundaments in follow up process of the running programs.
- Regional government through Office of Education opens as wide access as possible for people to be actively involved in non-formal education implementation in Situbondo by giving permits for institutions or individuals that meet the required eligibility criteria.
- Regional government facilitates the funding for non-formal education through: a. preparing funding for non-formal education implementation; b. preparing funding for quality improvement of teachers and educators in non-formal education implementation; and c. distributing funding allocations either from central government or provincial government.
- Regional government facilitates non formal education by: a. making regulations about non formal education that is funded by regional budget; b. Socializing central government policies towards stakeholders.
- Regional government monitors and evaluates non formal education implementation: a. Through Office of Education in Situbondo; b. by providing funding for non-formal education monitoring and evaluation.

3. The roles of stakeholders

- Stakeholders prepare technical resources that will impacts on outputs/results of learning process.
- Stakeholders help in the process of preparing learners and educators. This is realised by contribution in identifying learners and educators.
- Stakeholders are actively involved in coordinations.
- Stakeholders have significant roles in learning process in the effort to maintain the quality of learning results.

- Stakeholdersguide the administration of non formal education implementation.
- Sometimes, Stakeholders are involved in assessment process to maintain quality of learning results.
- People have a decent participation in learning activities which is shown in their willingness as learning source, motivators for people to learn, and contributors of facilities and infrastructure that support learning activities.

4. Inhibiting factors of policy implementation are related to: (1) human resources, namely: a. unequal distribution of non formal education support personnels; b. insufficient rewards of non formal education personnels; c. Insufficient qualification of non formal education personnels; d. Low quantity of teaching and education personnels. (2) Funding, namely: a. Low budget for non formal education; b. Low commitment of the involved institutions and personnels. (3) Limited facilities/infrastructure. (4) Work mechanism. (5) Monitoring and evaluation**.**

Below are the results of research propositions:

- *1st Minor Proposition*

  Non formal education program is suitable to education aspects; *hence* education rights satisfaction will be achieved.

- *2nd Minor Proposition*

  The roles of central government, regional government, stakeholders, and people in non formal education are suitable to education aspects; *hence* education rights satisfaction will be achieved.

- *3rd Minor Proposition*

  Supporting and inhibiting factors in influencing non formal education service policy implementation are suitable to education aspects and have been refined, *hence* education rights satisfaction will be achieved.

Major Proposition

Non formal education service program; roles of central government, regional government, stakeholders, and people in non-formal education; and supporting and inhibiting factors in influencing non formal education service policy implementation program are suitable to education aspects, *hence* education rights satisfaction will be achieved.

CONCLUSION

Based on results of the study,conclusion that reflects answers for statements of the problem in the study i.e. non formal education service policy implementation for unreached people for education rights in marginal people in Situbondo, can be formulated as follows:

1. Concrete non formal education service in Situbondo has been done across the region in 17 districts that consist of 132 villages and 4 rural areas, with types and form of service in accordance to people's need.
2. Roles of central government, regional government, stakeholders, and people in non-formal education in Situbondo through government regulation that is used as

reference in non-formal education program and formulation of policies in relation to results and follow up of non-formal education learning results is available, this can be seen from the follow up program as the continuation of the previous program, also from programs that are directed towards businesses and industries.

3. Supporting and inhibiting factors in influencing non formal education service policy implementation program are in the form of regulation that other than early childhood education, illiteracy eradication program is a priority program from The Ministry of Education and Culture.
4. Inhibiting factors of policy implementation are related to: (1)human resources, namely: a.unequal distribution of non formal education support personnels; b.insufficient rewards of non formal education personnels; c.Insufficient qualification of non formal education personnels; d.Low quantity of teaching and education personnels. (2)Funding, namely: a.Low budget for non formal education; b.Low commitment of the involved institutions and personnels. (3)Limited facilities/infrastructure. (4)Work mechanism. (5) Monitoring and evaluation**.**
5. The impacts of non formal education service policy implementation in Situbondo have been significant towards people to become better. This can be seen from socioeconomic growth of people in Situbondo i.e.:

i. Education access for marginal people in Situbondo has been attempted optimally, which can be seen from non formal education program that is pro-people and implemented through various programs either from the regency, province or central government.

ii. The available non formal education has run well based on the plan. The annual and five-yearly plan drafts are available at strategic plan of Education Office in Situbondo, while the running program is available at *lakip*.

RECOMMENDATION

To overcome various problems identified above, researchers therefore offer practical recommendation i.e. in implementing non formal education service policy for marginal people in Situbondo, regential government of Situbondo should refer to actual data in the field and involve all parties in making decisions as well as ask for inputs from academicians, society leaders and other institutions.

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