

Gumpanat Boriboon, dkk

PROSIDING INTERNASIONAL

**Prospek Pendidikan Nonformal
dan Informal dalam Perspektif Nasional
dan Internasional**



PROSIDING INTERNASIONAL:

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dalam Perspektif Nasional dan Internasional**

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INTRODUCTION

This Proceedings is collection of papers that have been edited by a editors team of International Seminar on Non-Formal and Informal Education—which consists of Indonesia and Thailand nonformal and informal education experts—to be presented in an international seminar organized by the Department of Out of School Education FIP UNP Padang. This seminar, in addition to enrich scientific repertoire and reinforce the concepts and theories of nonformal and informal education, it is a mode for researchers and authors to disseminate the results of their research and studies.

Through international seminar themed of Prospect of Non-formal and Informal Education in National and International Perspective, this proceedings contains 38 papers whose title consists of the following sub-themes:

- Formal, Non-formal and Informal Education Synergies
- Pedagogy and Andragogy Approaches on Learning
- Educator Collaboration with Parents in Early Childhood Education
- Role of the Non-Formal Education Institution in the Entrepreneurial World
- Professionalization of Teachers and Education PNFI

Finally, it is expected, along side from enriching scientific repertoire and and reinforcing the concepts and theories of nonformal and informal education, this proceedings is also beneficial for the presenters who have presented their paper in this international seminar.

Padang, July 4, 2013

Dra. Syur'ani, M.Pd.

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LIFE SKILLS FOR FORMAL AND NONFORMAL EDUCATION

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Introduction

If a careful attention is addressed to the regulation No 20 year 2003 about the National Education System, it is implicitly stated that the function and the aims of Formal and Non formal education is to have the students: (1) able to develop their own personal life, (2) to the develop their life for the society ,(3) to develop their life for the nation (4) able to go on the higher education. It indicates the importance of learning materials that can cover the all four aims.

In order to gain these education goals, teachers develop lesson plans that cover the goals. Both for formal as well as informal education, the lesson plans include not only the materials but also the content of life-skills. It means the students are prepared to have life-skills so that soon the finish their education, they are ready to work, to be independence as a part of society. Introducing life-skills to the students as early as possibly is necessarily done by both formal and informal education teachers since one of their duties is to have the students gain the content knowledge and to ensure that they can develop their life-skills so that they can work on jobs related to their talents as well as their interests. Life-skills should be integrated to the curriculum, whether it is the curriculum of early-education or the curriculum of higher education. Life-skills is one effort that bridges the imbalance between curriculum/learning program and what the society actually needs. It does not indicate to change the curriculum as a whole. The integration of life-skills in the curriculum indicates that some adjustments in the curriculum contents are needed, particularly those which do not yet reveal or irrelevance with the truth condition of the society (Depdiknas, 2003). The irrelevancy is due to two factors: 1) the dynamic changing of society condition 2) the difference of society' social culture and the environmental condition which create the content of curriculum does not suit certain society so that some

adjustments given by the agent of change (teachers, teaching advisors, facilitators, and learning sources) is necessary. It means, curriculum should be seen as one flexible and dynamic program, not a static one.

Integrating life-skills need adjustments which move from supply-driven to demand-driven. Supply driven is not yet relevance to the real-life condition faced by the students. Meanwhile, demand-driven is the condition where what are taught to the students is a reflection of what they face in their life that it is more oriented to the life-skills based learning.

Life-skills based learning, according to Slameto in (see Hatimah 2007) should be faced through five phases, they are:

1. It is defined from research-findings, values options, experts' assumptions about life values.
2. The information obtained is used to develop life-skill competency that show skills, ability and talent to maintain future life and its development in a condition where changes are a lot.
3. The curriculum is developed based on life-skills competence which has been formulated so that it is possible to be taught to the students, arranged based on selected competences.
4. The application of life-skills should be conducted well so that the life-skill based curriculum can be applied appropriately
5. The evaluation of life-skills content should be made based on the competences which have been planned, so that the evaluation toward students' achievement is not only based on the result of written test but also on the performance.

Formal education started from Kindergartens up to the highest education and non-formal education in the future is emphasized more on life-skills. It is expected that the goals of national education is more on the mastery of life-skills which are relevance to the real condition in the society. The curriculum that reflects the real condition more so is indicated by teachers that possess strong life-skill mastery, concrete learning methods, and real-life learning media. The students actively learn. The learning setting is not limited to classroom but also social environment.

The discussion in the paper covers:

- 1) Life-skills rational developed at school and outside the school
- 2) The nature of life-skills
- 3) The needs of life skills for formal and non formal education students
- 4) The four foundations for learning in the globalization era.
- 5) The meaning of learning skills.

Discussion

Life-skills Rationales Developed at School and outside of the School

On the following discussion, the rationales of why life-skills should be developed at schools and outside schools are put in details. They are:

- a. The impact of world economic crisis where education is demanded to maintain the outcomes of education developments which have been achieved.
- b. To anticipate the globalization era where education is demanded to prepare human resources that can compete in the global market.
- c. The demands of regional autonomy where education is demanded to pay more attention to diversity of the needs in each local regions as well as students and to encourage society to participate.
- d. The education is demanded to have democratic paradigm which encourage society to participate and to respect diversity
- e. The low grow of economic development creates fundamental social problems
- f. The quality of human resources is low. The education development is not yet able to fulfill the basic human rights of Indonesian
- g. The quality of human resources is also is also influenced by the ability to manage the quality natural resources and environment. The main problems faced in the managing natural resources and environment is the inability to unite the activities of environmental reservation and the activities to utilize the natural resources. this creates conflict of interest between economic source such as mining and forestation with the environment.

The Nature of Life-Skills

The concept of life-skills is one focus to be analyzed in the education curriculum development which emphasizes on life-skills. Life skills has broader definition, it is not merely about employability skills or vocational skills. Both are part of life-skills program. Broling attitude that are necessary for a person to function effectively and to avoid interruption of employment experience. Thus, life skills can be

stated as skills to live. What is meant by life is not merely about certain skill like vocational job, yet it covers functional basic skills such as reading, writing, counting, formulating, problem-solving, human-resources management, working in a team, and learning with technology. Life skills program is one education that provides students with applicable life-practices, relevance with market needs, job vacancies, economic potential, and industries in society. Life-skills have broad scope that interacts with the knowledge which is believed to be the important thing to live more independence.

Life-skills references on the different skills that someone needs to have successful, happy and prestigious life. Life-skills is the ability to communicate effectively, the ability to develop team work, to role as responsible citizen, to have preparation to work with good and well character as well as behavior. Therefore, life-skills cover: communication skills, decision-making skills, resources and time management skills, and planning skills.

The characteristics of learning which develop life-skills are: a) there is need assessment to identify the learning needs, b) there is one process to have students aware to study together, c) there is equivalency between learning process and activities to have self-development, to study, to be independence and to work in a team, d) there is a process of personal skill mastery, social, vocational, academic, and entrepreneurship management, e) there is a process of giving experiences and doing work well to produce qualified product, f) there is one interaction learning process between the experts, g) there is a process of competency evaluation, and h) there is technical assistance to work and to build cooperative bossiness.

The content of life-skills is necessarily applied in the education curriculum, both formal and informal. On the formal education, the content of life-skill should be integrated since kindergartens. Before planning the content of life-skills for young learners, the first step to do is to identify the learning needs of the students by considering the situation and condition where they live.

The needs of Life-skills Content for Formal and Non-Formal Education

National Education Department in 2002 divides Life-Skills into four, they are:

- a. Personal skills which covers self-awareness and thinking skills
- b. Social skills

- c. Academic skills
- d. Vocational skills

The first and the second life skills are called as general life skills (GLS) while the third and the fourth known as specific life skills (SLS). On the primary grades, Kindergartens, elementary and high schools, the development of GLS is emphasized on: a) the efforts to have the students familiar with their real-life condition in the society, b) to make students aware of the values attitude and behavior toward the life fulfillment, c) to give primary touch toward the development of psychomotor skills and d) to give practical options that can encourage creativity.

On the high school level, beside emphasizing on academic skills and GLS, vocational skills is included to anticipate work-life if there is no chance to continue to higher education. On vocational schools, and skill courses, beside vocational skills, GLS should be strengthened to anticipate higher education admission. The application of life-skills at schools should be adjusted with the level of students' physiology and psychology development. In high school level, the implementation can be done in three ways: a) learning reorientation, b) vocational skills orientation for students who has no chance to continue to higher education, c) school reformation in its cultural, school management aspect synergized with the society.

Life-skills in the scope of non-formal education is emphasized on vocational skills which is more on the mastery of specific occupational job. It indicates that life-skills in specific occupational context for non-formal education is expected to be able to help students to have dignity and confidence to earn from the opportunities exist around their own environment.

Learning program both for formal as well as non-formal education must be able to provide students with several life-skills option for technical resources so that they can work to support their life and to gain better life. Actually, life-skills help the students to develop their learning ability, to remove inappropriate thoughts and to realize and be grateful for their own life potentials so that they are ready to face the upcoming problems and solve them creatively.

The Four Foundation of Learning in the Globalization Era

Coming to the globalization era, the XXI century, a new paradigm in education system is necessarily needed in order to have

educated citizens as well as to have them stay healthy. The four foundation of learning in the globalization era where the learning program given is expected to be able to make the society aware the importance of learning (learning how to learn). The learning materials should be selected that is those which provide students with alternative works and motivate them to have future life orientation (learning to be). The learning process should also include skills to live in certain neighborhood, within a society, in a nation, to socialize with other nations supporting diversity (learning to live together).

Along with that, Hidayanto (2002) explained the four foundations as: knowledge, skills, independency, and the ability to adjust and work in a team. These four foundations are the learning basis that should be concerned by all education institutions whether it is formal or non-formal. It is aimed at actualizing the learning outcomes which are needed to live in a society. Actual learning outcome is the accumulation of concrete and abstract ability to solve problems. Thus, the four foundations cannot be seen as something which stand alone, yet they all are both a continuum line during its achievement process, and a hierarchy line since some others abilities are put below as the requirements to be in higher abilities. The highest and the last abilities are the accumulation of other abilities which are stated below.

Learning to know is the basis for learning to do; learning to do is the basis for learning to be independence, learning to be independence is the basis for learning to work in a team. Knowing, doing, being independence and, working in a team stand together as the requirements for every individual to improve the quality of their life. The relationship between the foundations explain that not all individual who know may have skills, since to be independence requires other requirements, but those who are independent must have special skills as the basis.

Not all people who are independence can work within a team with other people because being able to work in a tem require other requirements which more related to psychological aspect but those who can work in a team must be independence, have basis skills and enough knowledge. Therefore, knowledge can be the basis and the beginning of skills mastery process. Knowledge and skills are the basis and the beginning of the ability to work in a team. The accumulation of the knowledge, skills and ability to work in a team are such morality for the problem solving ability.

In line with the four learning foundations, one question comes out, that is which one is more important, learning to live or learning to learn. The question examines learning paradigm that emphasizes more on the mastery of the skills, since on the other side, it is believed that learning results learning skills (not to learn skills). It is a responsibility of every individual as a part of complete process. There many learning theories which consistently put skills for learning to live as one aspect of the learning aims.

Life-skills based learning is due to a strong rationale which can be seen from three dimensions, from macro dimension (wider scope), middle, or micro. From macro dimension it is the effort to give complex skills for Indonesian human resources to compete in global era. From middle dimension, it is the effort to provide the local youth with the ability to be able to develop their local places in accordance with the local demands, as what Subandriyo and Hidayanto (2002) state that the local government whether it is in the province, or sub-regions need to prepare their human resources to be able to explore and utilize the nature potentials around them. From the micro aspect, is to have students able to use different skills which can be applied to solve life problems.

This concept is a national breakthrough that indicate that learning programs on almost all education institutions are not yet producing graduates that posses enough skills, which Fishman says as *not global market likes* (Hidayanto, 2002). However, if the concept is developed as national education policy, there might be one problem since there are so many learning aspects outside life skills.

The Meaning of Learning Skills

Learning is a kind of change that Hidayanto (2002) says as classic definition which can be maintained since the most relevance one is the existence of education institutions as the agent of change. This exclusive definition accommodates all learning aims, from the lowest aim that is knowing the facts up to the highest that is problem-solving ability. Education institutions as the agent of change and the place to develop intellectual aspect cannot be reduced only for one learning aim. A school loses its meaning if it emphasizes on one aspect and ignores the others, since the aim of schools or education institutions is to provide students with intellectual aspects and fundamental emotional so that they are smart, have morals, and skilful.

Learning to learn grows from the synergizing between intellectual and moral as an expression of actual learning outcomes which appear in the attitude and behavior. If students are able to possess learning skills to learn, automatically they can automatically possess some other life skill aspects. Learning skill is not the main skill but it is a continuum line which started from the beginning of life up to the end of life itself. Learning skill is one of human potentials and human rights which its quality and quantity are influenced external factors. Education is one external faktor to improve the quality and quantity of learning skills.

Learning skills whose its growth needs many other requirements are in line with the concept of 'being human learners'. In here, humans live to learn (learning to be), the concept is inline with learning to be skillful. Living to learn indicates that human have to utilize all self potential to show self-existence. Learning to live means that human need to try hard to get proper job, to have more essential life, since learning is not only a training but also a process be a better self. Someone who is skilful in learning will be someone who realizes that human is created and given ability to create. If someone becomes a learner, he can create learning organization which gradually expands the capacity to create brighter future. A learner can possess learning skill which at the end have him to be more humane since he is going to: 1) re-create his personality, 2) do something new, 3) be aware of the relationship between the world, 4) expand the living process capacity (Hidayanto, 2002).

The final goal or aim of learning skill is the ability to be responsible in problem solving. To achieve the aim, there are two phases to be through: 1) to understand the nature of human, 2) to try hard to actualize all self potentials and talents since during the learning process there are challenges, difficulties and many problems to be passed. Through these processes, he can understand his truth potential so that one day he will be consistent in doing one job-field which finally leads him to produce one masterpiece. The process is based on the transformative education process and cooperative education model which are accommodative toward students' ability to have them think free and creative. The implementation of transformative education is students' espousal in understanding the real life condition both concrete and abstract ones. The real life condition is the source of inspiration and creativity in doing analysis to develop life vision (Hidayanto, 2002).

To achieve the final goal, the students should be able to actualize all self potentials and express them authentically. This self-actualization is a part of needs to have achievements and one indicator to develop the creativity of the society. From the research finding of Mc. Cleland toward teenagers in more than 11 countries, it is found that there is positive correlation between the progress of a nation and the needs to achieve and correlate positively with the quality and quantity reading materials.

Conclusion

The simple definition of life-skills which is often used as the basis is one developed by Broling in (Hatimah 2007), that life-skills is an interaction between different knowledge and important skills to make someone able to live independently. Life-skills according to Brolling which is still applicable up to this moment are: 1) personal skills which cover self awareness and thinking skills, b) social skills, c) academic skill, and 4) vocational skill.

Life skills is not a separate learning material, but every educator should integrate life-skill in every subject course based on the students' ability so that they can apply in their life. Life-skills both for formal and informal education should be included in the curriculum. The development of life-skills in formal context should be emphasized on the specific vocational skill. Within this context, the education concept at school should be one where all its graduates posses life-skills.

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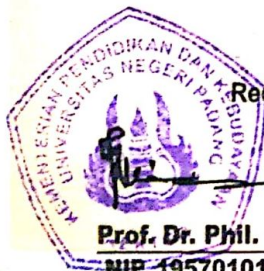
SPEAKER

International Conference

Non Formal and Informal Education Prospect in National and International Perspective

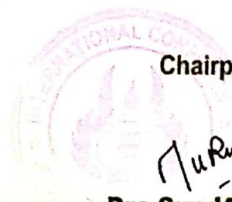
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Major of PLS FIP UNP Padang
Padang, July 4th 2013



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