

Teaching Methods of Educating Support and Options for Non-Formal Lifelong Learner

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Abstract

Student quest for knowledge does not have to end with donning graduation gown. Lifelong learners embed a burning desire for self-improvement throughout their lives. Though the term may seem especially applicable to the degreed graduate in the workforce with career progression in mind, lifelong learning is necessary across ages and educational as well as professional backgrounds. The Human Resource Development Fund (HRDF) programme, strengthening of lifelong learning for skills enhancement, aims to ensure a continuous supply of quality local human capital through effective initiatives that build and grow a world-class workforce. Such initiatives include capitalizing on studying while working. With strong governmental support, lifelong learning is taking a step forward. An important consideration now is to ensure a successful endeavor, because lifelong learning is taking a step forward. An important consideration now is to ensure a successful requires studying that is parallel to life as well as professional commitments.

Keywords: student, lifelong learning, non-formal education, governance, cultural

1. Introduction

Non-formal education has an important role to develop the potential of students with an emphasis on mastering knowledge and functional skills to support lifelong education. Non-formal and informal education also showed encouraging development. The illiteracy rate of the population aged 15 years and over decreased from 7,20% in 2007 become 4,66% in 2011. The gender equality ratio of illiteracy in non-formal education also improved from 94,90% in 2007 become 98,50% in 2011 (Table 1).

Table 1. Educational Achievement in Non-formal Education Pathway in 2007-2011

| No | Performance Indicator | 2007 | 2008 | 2009 | 2010 | 2011 |
|----|--|-------|-------|-------|-------|-------|
| 1. | Illiteracy rate of population > 15 years (%) | 7,20 | 5,97 | 5,30 | 4,79 | 4,66 |
| 2. | Rasio Kesetaraan Gender Buta Aksara (%) | 94,90 | 96,80 | 97,80 | 98,00 | 98,50 |

In addition, non-formal education also develops training courses and job training that have been able to provide knowledge, attitudes and skills to the community to develop themselves, develop the profession, work, independent business, and / or continue their education to a higher level (Hyland 2019; Martin 2019). One of the functions of courses and training is to provide life skills education so graduates can work for others or try to be independent. The ability of this course and training is shown by decreasing the number of unemployed which is because the contribution of courses and training (Allmendinger et al. 2019; Nash et al. 2019; Nerland & Damşa 2019).

9.26 million people or 8.19% of the workforce of 113.74 million people, there was a decrease as many as 0.82% in a year or 670,000 people. Based on this fact, it is necessary to take strategic steps through the development of programs that can directly reduce and even solve unemployment. Tackling the unemployment problem will have an impact on reducing poverty and crime. Life skill education program is one of the right solutions in overcoming the problem of unemployment as well as poverty and crime (Asongu & Tchamyou 2019; Zhang et al. 2019). The courses and training have been structured to support government programs to reduce unemployment, including institutional arrangement of courses and training, strengthening human resources, setting standards, institutional revitalization, cooperation with business and industry, and the use of IT in organizing. This strategy is carried out to improve graduate's quality (Amit & Meir 2019).

2. Cultural and Management Preservation

Up to 2009, 757 archeological studies which included the discovery of several cultural and archeological sites that enriched science and technology from Majapahit Civilization: The Classical Trowulan Urban Layout Pattern at the Kuna Trowulan City Site; Ancient human sites and culture of Floresiensis in NTT and in the Sangiran Site; Sriwijaya civilization (trade and maritime); Early civilization of historical time in the archipelago (Nusantara); DThe discovery of 4 human skeletons with 3000 year old at the Baturaja Site; etc. Cultural research has also been carried out, which has produced and has been utilized in the context of cultural development, including: integrative research on the protection and development of karst areas and indigenous community; the study of cultural policies in border areas; contemporary cultural research; Indonesian ethnographic research; and the Indonesian keris encyclopedia (Nash et al. 2019; Zhou et al. 2019).

In order to maintain national identity and develop tolerance for cultural diversity through the application of Pancasila values and absorption of universal values, this is done to face several key issues as follows: a) the weak ability of the nation to manage cultural diversity; b) the occurrence of a national identity crisis; and c) the lack of the nation's ability to manage cultural assets that are physical / tangible and non-physical / intangible (Gries et al. 2019).

To overcome these problems, strengthening the national identity and cultural preservation is carried out through four priority focuses, namely strengthening national identity and character based on cultural diversity, enhancing the quality of protection, saving, developing and the utilization of cultural heritage, and development of cultural resources (Severson 2019; Abolfathi & Taebi, 2019).

3. Accelerating Career

While many people choose to pursue their postgraduate courses right after completing their undergraduate studies. It is wiser to work for a while before pursuing further education. By gaining a bit of experience people can understand which field of work or industry interest's student before student pursue a specialization in that field. Aside from finding one's niche area of expertise, there are other reasons more and more working adults, including professionals with busy careers, choose to pursue further study. One reason someone may do so is to diversify his portfolio, meaning to pursue a field of specialization that is completely different than their main area of expertise. For example, it is common for Information Technology (IT) professionals to pursue business management courses as there is a high demand for such professionals within the IT industry (Talmage et al. 2019).

Another reason many working professionals are choosing to go back to school is to stay relevant. The way business is conducted is changing rapidly thanks to the Fourth Industrial Revolution, with technology becoming an integral part of daily lives. The skills and experiences of people who have been working for a decade or more are slowly becoming obsolete. To continue on their respective career path, such people need to update themselves. Some professionals choose to go back to school to enhance their skills in their present work area. For example, specializing in auditing can allow an accountant who feels stagnant in his position to get that much needed push into advancement. Regardless of the reason, the decision to return to student life after being away from it is anything but easy. Although further education can have a lasting positive impact on student career as well as student life, the road is bumpy and comes with its own set of challenges. The biggest fears of working professionals wishing to pursue further education are time management and course workload, especially if they intend to maintain their monthly income. Student believes that learning must be continuous and knowledge upgraded to stay relevant in this rapidly changing era. For a fulfilling career, both education and experience is important, and one cannot be replaced by the other (Hoomanfar et al, 2018).

4. Governance

Strengthening governance at the education unit level is carried out through the implementation of school-based management (SBM) aimed at increasing independence, partnership, openness, accountability, and community participation. To improve the standards and quality of education governance both at the central and regional levels,

Government Regulation Number 17 year 2010 concerning Management and Organization of Education and Education Ministry Regulation Number 15 year 2010 concerning Minimum Service Standards for Basic Education in Regency / City has been prepared. At the higher education level, the effort to develop a transparent and accountable education governance system have been carried out gradually since the 1990s through competition-based financing (Thang et al. 2019).

Along with the increasing commitment from all parties to fund education, since 2009 the education budget as many as 20% of the APBN as mandated by the 1945 Constitution has been fulfilled. With this commitment fulfilled, the education budget in APBN increased significantly from 2005 which only reached IDR 81.25 trillion to IDR 207.4 trillion in 2009 which was allocated through central government spending and regional transfer. In addition, partnership between the government and the private sector in education funding also continue to experience growth. To clarify the role of government, local government and the community in education funding, Government Regulation Number 48 year 2008 concerning Education Funding has been prepared (Conesa et al. 2019).

In 2010 BOS funds were managed by the Central Government and their distribution was carried out through BOS Teams in each province which transferred BOS funds directly to schools in form of block grant and managed with the principles of School Based Management (SBM). BOS unit costs in 2010 amounted to Rp397,000.00 (SD) and Rp570,000.00 (SMP).

In 2011, the mechanism for channeling BOS funds was done through Regional Transfers to Regencies / Cities (included in Regency / City Regional General Cash) which then could only be distributed directly to private schools. For state schools, the distribution must go through the education authorities and follow the procedures for regional financial management. This is what causes late distribution. BOS unit cost in 2011 amounted to Rp 397.000,00 (SD) and Rp570.000,00 (SMP).

In 2012, the distribution mechanism was improved, namely through regional transfers to the province (entering the provincial general treasury) which could then be distributed to schools in form of grant. In addition, the 2012 BOS unit cost was also increased: "The 2012 BOS unit cost was increased from Rp397.000,00 become Rp580.000,00 (SD) and from Rp570.000,00 become Rp710.000,00 per student per year (junior high). This is to guarantee free basic education".

School Operational Assistance Program (BOS), which the distribution is now smoother and more accountable by emphasizing the 4T criteria (on time, on number, on target, and on the use or utilization)". Start from 2012, school operational assistance besides of given to elementary schools and junior high schools all around Indonesia is also given to the children of Indonesian workers (TKI) who attend school where their parents work abroad. The distribution went smoothly because now the pattern was changed, so in 2012 there were no more obstacles found as in previous years (Sullivan et al. 2019).

Through the grant mechanism, the distribution of BOS fund in 2012 is now smoother. The fourth quarter disbursement of the October-December period, as of October 25, based on the monitoring of SP2D (fund disbursement warrant), has reached 94.15 percent, distributed to school accounts. Even for remote areas, because of the distribution pattern is every six months, the distribution for the fourth quarter of October-December has also been given to schools in the July-September period. This means as an effort to meet the 4T distribution criteria.

5. Conclusion

University offers breakthrough ways for working adults wishing to further their studies. A wide range of programmes is offered with the students' convenience as well as their educational and professional background in mind. Lifelong learners from all walks of life may access University's range of undergraduate and postgraduate programmes and choose from a variety of study modes to fit their situation best: whether to attend classes on weekdays, weekends or in the evenings, or opt for virtual learning that runs via video conference supported by online discussion. Lifelong learning is vital for everybody and not just for the insatiably curious. Make lifelong learning a part of student, advance in your professional life and gain immense personal fulfillment.

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