EDUCATION FOR ALL IN BUILDING COMMUNITY LEARNERS

Wiwin Yulianingsih

Nonformal Education, Faculty of Education State, University of Surabaya
wiwin.yulianingsih@yahoo.co.id

ABSTRACT

Education For All (EFA) as the implementation of non-formal education makes community learning. Society has diverse learning needs in accordance with interests, supporting employment, problems, lack of education obtained, or difficulties and retardation. Education needs related to people's need in line with the principle education for all. Principle of education for all is guided by philosophical spirit concept of lifelong education. Service with varied purposes, organization, goals, and diverse subject program of non-formal education). Start from early childhood, adolescent until parent and elderly need service program of non-formal education . Society learner will make learning society and achieved if society always searching, finding something new and meaningfull. Learning takes place informal, formal and also non formal learning. Those three lessons are intended to improve the quality of life of lifelong personal and because of learning process every human being can acquire knowledge, skill, moral value, attitude and understanding that are both functional.
Keywords: education for all, building community learners

A. PRELIMINARY

Non-formal educations can be received by everyone, start from early childhood, children of school age, adolescent, adults, and elderly. They live with diverse society; with learning needs that match their interests and capacities. It signaled that education can be carried out every human in space life. "*To learn as long as to live*" (belajar selama hidup) and *learning has no boundaries* (belajar tidak mengenal batas). First, education can be obtained through family and environment in which the individual lived which was then known as informal education. Second, education can be obtained through school which was then known as formal education. Third, education can be followed by human in public life, which was then known as non-fornal education.

Those three types of education sustainably followed by human throughout life can reach a wide audience and can take place in region or wide area also, at the same time and sustainably. In such circumstances, everyone in both the appropriateness as a person, family members and citizens, at any time likely to participate in education throughout his life.

Inside those three educational processes also contained the learning process so that people can learn within the scope of informal learning, formal and non-formal learning. Those third lessons are intended to improve the quality of life of lifelong personal and because in the learning process every human being can acquire knowledge, skills, moral values, attitude and understanding that both of functional.

Education For All

The development of public education in reformation era include the world meet its commitment influenced Dakar Declaration. Since four decades ago the minister of education in Southeast Asia (SEAMEO, 1971) agree that the purposes of NFE to develop knowledge, attitude, skills and values that enable for individuals or groups to participate effectively in an environment of family, job, society and even the country. The deal still going on until now committed to implement the education for all levels of society known as the Education For All (EFA) and then this commitment is strengthened in Dakar in 2000 and hereinafter known as Dakar Declaration. There are 6 (six) *The Dakar Framework for aducation for Action Education for All* are: (1) to improve and promote early childhood especially for children who are vulnerable or disadvantaged; (2) specifically women, who come from minority ethnics, are guaranteed have access to and completion of compulsory education is free of charge and of good quality; (3) ensure the learning needs of all young people and adult are met through access to life skills programs and appropriate learning; (4), particularly for women and equality in basic and continuing education for all of the adult population; (5) removing gender disparities in primary and secondary education with a focus on ensuring girls' full and equal access to and achievement in basic education for women; (6) improve all aspects of the quality of education and ensure all goes well, so that the learning outcomes that can be identified and measured are achieved by all, especially in literacy, numeracy, and essential life skills.

Since then, the international meeting on EFA involved countries which have huge illiterate population. Indonesia included with other 8 (eight) countries, namely, India, China, Pakistan, Bangladesh, Mexico, Nigeria, Egypt, dan Brazil.

Observing the general objectives of the framework of Actions Dakar above, the emphasis is how we as nation are trying to meet the basic education in the form of literacy educaton for all citizens who because of various difficulties, poverty, underdevelopment, social economic, and cultural, have no chance or no access to education. It is the responsibility of the States and all components of the nation to meet them.

For Indonesia, Dakar declaration is an encouragement to carry out the mandate Constitution (UUD) 1945. Article 31 clause (1) states "Every citizen has the right to education". Firmer statement contained in the Constitution (UUD) 1945 amendment, article 31 clause (2) that "Every citizen is obliged to follow basic education and the government

must finance. Article 28C clause (1) states that "Everyone has the right to develop themselves through the fulfillment of basic needs, is entitled to education and to benefit from science and technology, arts and culture, in order to improve the quality of life and for the welfare of mankind". Articles and clauses in Consitution 1945 consistently poured into the regulations under it, especially Law Number 20 Year 2003 about National Education System.

Society Learning Needs

Society has diverse learning needs in accordance with interests, passion, support jobs, difficulties, underdevelopment and the problems encountered. PLS (non-formal education) service program likened the heavily forested mountain decorated a variety of herbs of various kinds of shapes and uses. Service diverse goals, diverse implementation, and a wide variety of subjects target multiple types of PLS program (non-formal education). Start from early childhood until parent and elderly people need service PLS program.

Within the framework of non formal education approach with regard to what the needs of the society, the formulas educational needs are social needs (at least the social dimension) can refer to the model Brandshaw, in Isaac Abdulhak (1995: 5), namely:

1. The normative needs, is have an understanding gap individuals or groups after compared with standard norms that have been established in people's live;
2. Needs felt, almost have in common with the desires, needs this kind of nature directly perceived by someone regarding deficiencies that need fulfillment;
3. The needs expressed, usually this kind of requirement is a direct requirement of the need felt;
4. The needs for comparative are the requirement that emerged after comparing with different conditions;
5. The need for the future, namely allegedly projected needs will arise in the future.

Same learning needs perceived by each individual in a group called the learning needs of group which can generally be met through learning activities together or group learning activities. And study group"... *is a group whosepurpose is to ensure that group members learn specific subject matter, information, knowledge, skills, and prosedures. Learning is the primarypurpose of the group*" (... is a group that aims to ensure group members learning

materials, information, knowledge, skills, and special procedures. Learning is the main goals of the group).

Johnstone and Rivera (Sudjana, 2001:213), clasifies learning needs as follow:

a. Learning needs related to job duties.
b. Learning needs associated with indulgence and recreation.
c. Learning needs related to religious.
d. Learning needs related to language skills and general knowledge.
e. Learning needs related to housekeeping.
f. Learning needs relating to personal appearance.
g. Learning needs related to knowledge about new events.
h. Learning needs related to the business in agriculture.
i. Learning needs related services.

Relation to the educational needs of community needs in line with principle of *Education for All*. Principle of *Education for All* is guided by the spirit of philosophical concept of *(lifelong education)*, has changed the perception and movement education development in the notice of all layers and segments of society are equal in basic education (a minimum level of education) and continuing education. As a movement that indicated to equalization, in practice very considering various possibilities existing educational institutions grow in the community (family, community organizations and others) to be utilized as a means of achieving the target). As Dave opinion (Santoso, 2010:39). *Life long education is a proces accomplishing personal, sosial and professional development throughtout the life-span of individuals in order toenchance the qualites of life the both individualis and their collectives. It is a comphrehensive and unifing idea which includes formal, non formal and informal learning for acquiring and enhacing enlighment so as to attain the possible development in different stages and domain of life.*

Thus the principle of *Education for All* implies that the States, without exception group of domestic workers, homeless kid, people who are marginalized have the same rights in the educational process. Beside that, also the education that embraces the principle of lifelong education, it should as a member of the public having a reasonable portion in the coaching and development to achieve self-sufficiency and a better life.

Correspondingly, Trisnamansyah S (2007:18-24) to sort out a review on each of pillars, which are as follows:

1. *Learning to know*

   This type of learning is not the emphasis on information that has been detailed, modified, but to master the instruments of knowledge itself, both as a tool and the goal of life as a tool, enabling everyone to understand their environment, to develop work skills and to communicate.

2. *Learning to do*

   Learning to do in the context of the future work concerns not only the mastery of occupational skills but more of it is personal competencies that should be highlighted. Demands mastery of competencies become very important on the skills acquired through technical and vocational training, the social behavior, about something the skills to deal with many situations and work in teams and on initiatives and preparations to take risk, that these things are often called skill life.

3. *Learning to live together*

   Education must take two paths are complementary, on the one hand to find and understand other people gradually and on the other hand found the experience to be a common goal throughout life which is the right way to avoid or to resolve disputes themselves hidden.

   The purpose of education is to provide an understanding about the diversity of human race, the awareness of the human and interdependence similarity among all humans. Educational activities and outside the school should provide sufficient time and opportunity to introduce to the younger generation implementation of cooperation activities through participation in sports and cultural activities are also given the opportunity to participate in social activities.

4. *Learning to be*

   A fundamental principle of education is that education should contribute to the fullest development of each person: body and soul, intelligence, sensitivity, aesthetic sense, personal responsibility, and spiritual values. All men should be empowered to think independently and critically and make their own decisions in order to determine for them that what was believed to be carrying out in different life circumstances.

B. RESULTS AND DISCUSSION

Education has a function as helper individual in order to overcome the problems which include the application of information and technology owned by individuals to improve lives. Rogers A (in Santoso, 2010:3) states: *"Education was also been to be the potensial savior"* (pendidikan juga dipandang menjadi tenaga penyelamat). Education as a process that lasts throughout the life of individual so that education can always help solve the problems faced by individuals in order to improve the quality of life in accordance with its objectives, *"Education is a viewed as a continuing proses guided by over-riding goal of improving the quality of lifed"* (pendidikan dipandang sebagai proses berkelanjutan yang dibimbing oleh tujuan peningkatan kualitas kehidupan).

On the other hand education factor may be one because decreased data from ASEAN Competive Inbox, the level of education in Indonesia ranks fifth still far from neighboring countries. The high cost of education in Indonesia made not many people are able to enroll. (Supriyono, 2015:3-4). Of course the question is formal education services; see the characteristics of territory of the vast Indonesian comprising ore than 1800 islands. Indonesia has three-quarters the area from Southeast Asia. Mathematically also has the largest population in Southeast Asia. Thus, if the awareness was growing in Indonesian people, desperately need services of non-formal education and if it is connected with *Education For All* (EFA) there are 6 (six) fields are able to touch levels of society to obtain education services. So that *education for all* can be enjoyed by the society.

Brakely (2002.23) suggest that educational process in the sense that vast human can be defined as a change in understanding the outside world, himself and his relationships with other people and objects in the environment. Those changes help one to understand the experiences and possibilities for improvement of techniques to behave effectively to confront life and allow it to control the environmental elements that connect to it. Has long since John Dewey, define education as a reconstruction or reorganization experience and improve road leads to the next experience.

The views of education according to Coombs and Ahmed (2005:9), that education are learning in its broadest sense, regardless of where, when and how learning takes place. Thus education inclues things comprehensive, not only the skills of academic and teaching materials in schools alone but also includes the ability to work for the provision of living, jobs which include household use, the development aesthetic appreciation and ways analytic

thinking, the formation of attitudes and values, ideals and assimilation of knowledge and information about various things.

While the implementation of various forms of education and services such as already described above, related to the ways of learning communities, between communities, and other areas have particular characteristics and models. As presented (Atmadja, 2013:79) how to learn people are unique, they generally do not require a special room, their needs and their learning goals are also special. The learning needs of women farmers sector in different villages to the needs of women farmes in another village. Similarly, the needs of indigenous children will be different from the needs of children fishing communities.

Society move activities together, in groups, and learn something not without purpose. Learning objectives farmers will not move to far away from knowing why fertilizers prices rise, want to increase their income, knowing how to eradicate pests of rice, want to know how to fertilize correctly, wants to increase the productivity of agricultural land. Bugis traditional fishing communities have routine to pass on knowledge about ways to catch fish and know the storm to their children. Including the community of domestic servants, to improve the ability to work required *soft skill* training (related to skills, behaviors and manners) and *hard skill* that not many problems faced by domestic workers. Likewise with the homeless kids who live in big cities, the numbers are not even a little bit but the longer growing, they need the services non-formal education to overcome the problems faced, because it is highly unlikely they are studying in normal education, the characteristics of life in roads affect their behavior. The necessary education ranging from moral education, life skills, musical skills so they can work more feasible, for example, are filling the music in the *café/*restaurant, family events, etc.

Learning society will be society that is eager to learn, there is leanring activity, realized when every member of society is always looking dor and finding something new and meaningfull. Improving the ability and develop themselves through learning activities. Learning has become necessity of life and habits of people. Learning activities conducted by each community in the group or community is not limited only to learn (*learning how to learn*), nor learn just to solve (*learning how to solve problems*). Learning activities that they only focus on their interests and progress of life *(Learning how to be or learning how to live)*.

Fordham (Atmadja 2013:71) gives an example of " build community through education have interrelated elements in society and difficult to achieve if only rely on one

factor within the existing conditions in community. If the non-formal education was able to take one part of the existing conditions, community and public more confidence in the success of program is developed, no doubt non-formal education is one other role model and being integral institution of the institutin in the community.

Non-formal education as a *model of learning*, provide broad access to education and learning to the participants. Therefore, the learners a chance to have power (*adaptability*), resilience (*flexibility*), the innovatife capacity and *enterpreneorial, attitudes and aptitudes*, so that people learn challenged to find and strengthen basic knowledge and competences create situations that allow him more settled :*"to know how to learn, how to be and know how to become*: (a) learning morals, b) to learn to understand, (c) learn to do , (d) learn to live in togetherness, and (e) learn to realize his true identity (Kamil, M.2009:16).

For people who do not have time to follow the educational schooling or other additional education, need to learn the ways of learning according to their abilities. Even if they have a particular expertise, they also still need to continue to learn and adapt to changes and developments. Due to the changes and developments will continue to run. Jarvis (2007:86) argues that people who are knowledgeable are a source of development and can increase an individual towards a better society and much more able to change its culture to be able to respond to the changing dimensions of social, political, economic and new ethics that arise in the midst of community of life. They must have skills and ability to perform in a variety of roles and functions of social organizations.

Further Trisnamansyah (1995:3) concluded that : (1). Social and cultural interaction between learners and learning resources means that the education process that occurred consciously, with liabilities through certain media and certain environmental circumstances, can be viewed from the aspects on the development of independence through a process of lifelong; (2) the purpose of non-formal education is to be achieved through the interaction implies the development of human faith and devoted to God Almighty, virtuous, have the knowledge and skills of physical and spiritual health, personally steady and independent and sense of civic responsibilty and nationalities, more specifically the objectives also include: citizen service learning, coaching people learn and meet the needs of learners, people who are not being met through the school.

The feature or characteristics of the learning society by Longworth N and Davies K (Santoso: 2010:235-237) is as follows:

1. *Learning is accented as a continue action by throught life.*
   Learning is an activity that becomes suggestion to satisfy human needs, such as the need to eat, drink and rest, fulfilling the needs of education, in order to meet the education necessary human and discover the learning needs in order to meet the needs of knowledge and proficiency, the same shades to meet the needs of life.

2. *Learners take responsibility of linier own progres.* Every human growth and development of drawing his life withoutbeing able hindered or stopped. In this connection, the learning that followed used as a tool/instrument to develop themselves tp the fullest so that men earn a good life.

3. *Assasmentconfirms progress rether than brands failure.* Similarly to learning followed by everyone, emphasized in progress rather than a failure, so that this condition can be a driving force everyone in the learning process and also creates a sense of pleasure in learning.

4. *Capability, personal and shared values and teamworking are recognized equally with the persuits knowledge. .*

5. *Learning is partnership between students, parents, teacher, umployer, and the community and all work together to improve performance.* Position of learners, parents, teachers, and society in the, learning process is aligned in an effort to increase the knowledge, skills and attitudes. Thus the learning process is a shared responsibility with everyone has different tasks within one common framework.

6. *Everyone accepts some responsibility for the learning of others.* In learning society every member of the society in these activities has tasks in the implementation of activities so that learning becomes a process that has to be shared.

7. *Men, woman, the visabled and minority groups have aqual acces to learning opportunities.*
   Learning society for equal opportunities for the opportunity to learn without distinction of any background so that everyone obtained services in developing self.

8. *Learning is seen as creative, rewarding and enjoyble.* Learning as dynamic process, is a process that always adjust to the developments both in terms of materials, methods and techniques of learning. Therefore, learning to create initiatives and participatory participants in order to achieve the objectives that have been planned together.

9. *Learning is outward looking, mind opening and promotes tolerance, respect and understanding of other cultures, creeds, race and tradition.* Learning in the society

eager to learn to reach the broad aspects of life with others, so that learning is not only to provide knowledge and skills.

10. *Learning frequently celebrated individually in families, in the comtatiary and in the wides world.*

Learning can be improved by individuals as learning in the family, the relationship and the world so that the learning in the context of the public eager to learn lasts a very spacious place. After reviewing the learning society.

The following reviews of Bruce Wayne Tuckman's theory about the formation of a study group. How to form a group within a society of learners.

Community Formation

Learning society or community is identical with the formation of a study group, for example, the formation of group tutoring, group the same *hobby,* youth, learning centers, and other community group. Here are the steps the formation of a group which was written by Bruce Wayne Tuckman (Sediapermana,2013:98-100), the author of the article *Developmental sequence in small group*. Declared the establishment of an effective group of at least needs to be done through the stages. Formation in an activity, project, group learning and *center learning* can be done through several stages. Formation (*forming*), the development of ideas according to the task to be accomplished (*storming*), agreement rules and values impose (*norming*), functioning in accordance with the duties and functions of each (*performing*). The following steps are adjourning and transforming, the group broke up and the members of the group usually regroup if there is change or an error or there are other changes. The stages are as follows:
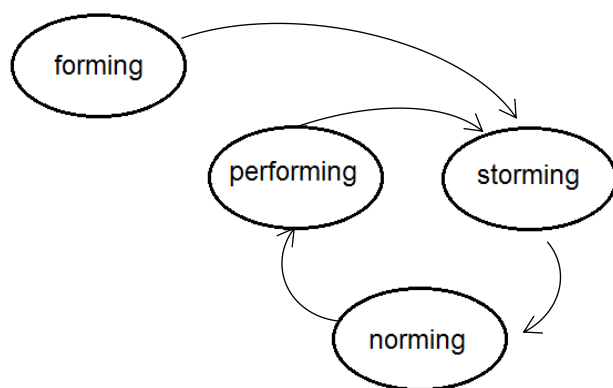
Picture 1. Model theory of group formation

1. *Forming*

   In the forming stage, a new group was formed and given the task. Where members tend to be individual, selfish, and tend to pay attention to individual skills, even though they have good intentions just do not know one another and trust one another. Spent more time to adapt, plan and gather information.

2. *Storming*

   Once a group is formed (forming) and adapt, then advanced to the second stage, storming. Where this stage the group began to develop ideas related to their respective duties. Discussing the issues and problem they have to solve, their function and leadership model where they will receive. Members of the group began to open up and start asking each other their ideas and perspectives respectively. This is important stage for the development of the group itself. Members of the group have properties wise, thoughtful and open to variety of different opinions, because at this stage in not uncommon conflicts caused by differences of opinion.

3. *Norming*

   At this stage, the group members begin to trust one another. They began to find roles and responsibility clearly, and the group began to find rhytm in line with the rules of agreement, the value they use. This stage also makes the members comfortable and continues to contribute to the advancement of the group.

4. *Performing*

   Furthermore, at this stage the group began to function in accordance with the roles and function of each. They get the job done smoothly without unnecessary conflict. The group members interdependent and complementary to each other, they are sensitive to the circumstances and the situation, communicate effectively and run smoothly.

5. *Adjourning dan Transforming* is the final processing stage, there is a process running while carrying out activities of these groups and the whole process is based on the following matters :

   1). Perception

      The group division is usually based on the level of intelligence of the members of the group itself, usually in terms of academics. For example, have one or

more intelligence and are expected to members who have it can infect other members.

2). Motivation

Motivation is most fundamental for the development of the group itself, because it would trigger compete in a healthy group in achieving the objectives of the group. Besides the motivation that will trigger the growth of a group, a skill that varied in each group will also trigger other members to share knowledge in order to motivate themselves.

3). Purpose

The formation of a group because it has a purpose in order to complete tasks in group or individual moment.

4). Organization

Organizing done to facilitated the coordination and the process of group activities. Thus a group problem can be solved effectively and efficient.

5). The Independence

Freedom is basis of democratic life as well as in a group of democratic activity. Freedom is the spirit in the development of the group. Freedom here is freedom of opinion and expression in accordance with the rules and values of the group itself.

6). Interaction

Interaction is a means of the progress of the group, beside that, interaction also a medium of knowledge transfer in the development of the group, either the interaction directly or indirectly.

Tuckman's model of group formation theory is very popular and a lot of thereotical-referenced by other thereotical.

C. THE END OF ARTICLES

Conclusion

1. *Education for All* as the implementation of non-formal education makes learning society.

2. Society has diverse learning needs in accordance with the interests, passions, supporting employment and problems encountered. PLS (non-formal education) service program likened the heavily forested mountain decorated a variety of

herbs of various kinds of shapes and uses. Service diverse destinations, diverse implementation, and a wide variety subjects target multiple type of NFE program. Start from early childhood until parent and elderly need services NFE program.

3. Learning takes place within the scope of informal learning, formal and also non formal learning. Those three lessons are intended to improve the quality of life of lifelong personal and because in the learning process of every human being can acquire the knowledge, skills, moral values, attitudes, and understanding functional. As presented by Rogers *"Education was also been to be the potensial savior"*

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