# STRATEGIES FOR THE DEVELOPMENT OF NONFORMAL EDUCATION FOR MARGINALIZED COMMUNITIES

## Tata Octavia

Bengkulu University, tataoctavia35@gmail.com

## Abstract

This study aims to identify and analyze effective strategies for developing nonformal education for marginalized communities. Nonformal education plays a crucial role in improving the quality of life and skills of populations underserved by formal education systems. Using a qualitative method and literature review, the study finds that effective strategies include participatory approaches, curriculum development tailored to local needs, and collaboration with stakeholders such as government, NGOs, and the private sector. These strategies are expected to enhance accessibility, quality, and relevance of nonformal education, empowering marginalized communities toward better social and economic welfare.

**Keywords:** Non-formal education, marginalized communities, empowerment.

## 1. INTRODUCTION

Law Number 20 of 2003 states that formal, non-formal, and informal education complement each other. Formal education includes primary, secondary, and higher education. Non-formal education includes education outside of formal schools, while informal education occurs within families and the surrounding environment (Indonesia et al., 1991). Education aims to develop knowledge, skills, and mindsets of learners. According to Judani (2010), the goal of national education is to enhance human capacity and quality, and to form a smart and quality generation. Community participation in education includes encouraging children to attend school and contributing to the provision of school facilities and infrastructure.

According to Syarifuddin (2019), education develops more slowly compared to changes outside the education sector, resulting in an increasing gap between the education system and the external environment. Mr. Mursalim (2019), argues that education is a long-term process that must be conducted flexibly within an open system. This aligns with the education development model that prioritizes faith and noble character.

Explains that formal education is a modern system that encompasses primary to secondary schools, while non-formal education includes activities organized outside of schools to meet the needs of various groups in society. These factors include family and environmental aspects that have a significant impact on child development.

Family Factors

Family plays a central role in shaping a child's character and behavior. Issues within the family, such as disharmony between parents, often have negative impacts on children. When parents frequently argue in front of their children, it can create feelings of insecurity and anxiety in the child. Additionally, unfair treatment from parents towards their children can lead to various psychological problems. For example, if a child feels treated unfairly compared to their siblings, they may feel jealous, resentful, and hostile towards their siblings. These feelings can lead to greater conflicts within the family and affect the child's mental health and behavior.

Environmental Faktors

The environment in which a child grows up also plays an important role. The principles and values learned by a child from their surroundings can significantly influence their behavior and decisions. When these principles are not aligned with what adults around them are doing, the child may feel confused and uncertain about what actions to take. For example, if the environment teaches positive values but the people around them act contrary to that, the child may struggle to determine what is right and what is wrong. This confusion can lead to inconsistent or even problematic behavior.

The combination of family and environmental problems can create very difficult conditions for street children. These children often feel they lack the emotional and moral support they need to develop well.

This condition can make them vulnerable to various forms of exploitation and abuse. Without proper guidance, these children may struggle to adjust to the prevailing social norms and may fall into negative or criminal behavior.Untuk mengatasi masalah ini, penting untuk mengambil pendekatan holistik yang mencakup perbaikan dalam hubungan keluarga dan lingkungan tempat anak tumbuh. Program-program intervensi yang bertujuan untuk memperbaiki hubungan antar anggota keluarga, memberikan dukungan emosional kepada anak-anak, dan menciptakan lingkungan yang positif dan mendukung sangat diperlukan. Selain itu, pendidikan tentang pentingnya lingkungan inklusif dan nilai-nilai positif harus diajarkan tidak hanya kepada anak-anak tetapi juga kepada orang dewasa di lingkungan tersebut.

With a comprehensive and sustainable approach, it is hoped that the issues faced by street children can be minimized and they can grow into healthy and productive individuals. Helping them adapt and overcome the challenges they face is key to a better future and a more inclusive society.

Non-formal education according to Coombs (Sudjana, 2000) is any organized and systematic activity outside of the established school system, conducted independently or as an integral part of broader activities, intentionally carried out to assist specific students in achieving their academic performance targets. Learning objectives. Community-based non-formal education encompasses five basic principles: (1) paying attention to the problems, needs, and potential/resources of the community; (2) mutual trust between program implementers and the community that owns the program; (3) facilities (from the government) to help facilitate the community in various business processes; (4) being participatory, which means striving to involve all institutional or individual actors, especially community members, in the process; and (5) protecting the role of the community and the results achieved.

Non-formal education is actually organized based on the educational needs of the community itself (Puspito, Swandari and Rokhman, 2021). Participation in lifelong education in the Czech Republic has experienced significant development where the education system for adults has shown a high level of individualization that is not based on classical categories, but driven by market forces (Manuscipt, 2023)

The development of non-formal education is always related to efforts to reduce poverty in rural areas, one of which is through life skills education or to a limited extent through vocational education. To some extent, life skills education has demonstrated its contribution in addressing rural poverty, although there are still some weaknesses, especially in the aspects of program design and implementation (Tohani, 2011).

Empowerment and participation are strategic steps to improve economic, social, and cultural conditions. This strategy optimizes resources to achieve goals. Community empowerment is a process that develops their ability to engage in development, solve problems, and make independent decisions. In developing countries, non-formal education plays an important role because many children cannot attend school. Non-formal education provides programs that cater to their needs, such as learning to read and write. Non-formal education has become an effective alternative to empower marginalized communities. Its development strategy must consider the specific needs of the target group, flexible learning methods, and support from stakeholders. Participatory and collaborative approaches are crucial, as well as the use of technology and innovative learning methods to enhance the effectiveness of programs.

Roosmaa & Saar (2012) show that empowerment is indeed necessary to explore the innovations possessed by the community that have the potential to be applied back or implemented in the workforce. Innovation is indeed needed because people tend to prefer dynamic things.

## 2. METHODS

This research uses a qualitative method with literature study collection techniques on marginalized communities. The results show that effective strategies include participatory approaches, the development of curricula that meet local needs, and collaboration with the government, NGOs, and the private sector. The implementation of these strategies is expected to improve the accessibility, quality, and relevance of non-formal education, thereby empowering marginalized communities to achieve better social and economic welfare.

## 3. RESULTS AND DISCUSSION

In the online KBBI, the word marginal means relating to a boundary (edge), or being on the periphery. Meanwhile, the word community, still based on KBBI, is defined as a group of people in the broadest

sense, connected by a culture they consider similar. Thus, it can be concluded that marginal communities are groups of individuals connected by a culture they view as the same, namely communities located on the outskirts of the city, in remote or isolated areas (kbbi.web.id). In sociological and demographic dictionaries, the term 'Bien' has two meanings. Firstly, it refers to groups that assimilate imperfectly. Secondly, the term includes individuals who are in a lower position. In terms, marginal refers to those who are unable to adapt and participate in development processes.

Marginal communities are often associated with urban poor societies such as scavengers, beggars, homeless people, and laborers. These communities typically experience poverty in terms of food, economy, education, and health. They are generally in a weak economic group and have limited access to proper education. Although they are poor and often unemployed, they have potential because most of them are in the productive age range of 15-45 years and have at least a high school education background (Effendi, 2017).

Poverty can occur in both urban and rural areas. Poverty can affect social isolation, dependence, and the inability to engage with the community, for example, in education and access to information, and it can even lead to moral problems and criminal acts (Ganiem, 2016). According to Nawir, Juleha and Suddin (2024), in general, poverty is caused by a decline in an individual's or community's labor productivity with low levels of education and is one of the consequences of their low income. Community empowerment includes the development of the potential and capacity of the community, such as skills in agriculture, livestock, business, and domestic industry.

Many people are unable to continue their studies due to concerning economic conditions. Unfavorable economic conditions make parents less aware of the importance of education. This is due to various factors such as lack of permanent jobs, lack of specialized skills, and limited capabilities. They need efforts to help realize their potential to be useful in national development.

Empowerment is the process of achieving or granting power/strength from a more powerful party to a party that has less power or does not have power yet. Empowerment encompasses many complementary and supportive elements (Syafutra, Remora and Sovensi, 2022).

Every difference aims to enhance the strength and independence of the community. This process includes a series of systematic actions aimed at motivating and guiding individuals or groups to achieve empowerment. This procedure involves gradual steps to transform the community's weaknesses in terms of knowledge, attitudes, and practices into mastery of better knowledge, attitudes, and skills. Development efforts can be carried out through training, comparative research, and the provision of appropriate reading materials. Integrated community development aims to make programs easier to measure and control (Hidayat, 2019). The goal of empowerment, in the sense of empowering all the potentials and educational facilities of the village as part of community education efforts, is to assist in alleviating poverty (educational poverty and economic poverty), with the principles of orderly development for the implementation of democracy in education (Zaifullah et al., 2023).

According to Laksono and Rohmah (no date), community empowerment aims to improve the welfare and independence of the community, especially those trapped in poverty and backwardness. This is an inseparable process from development, which aims to enhance the capacity and dignity of the community. National education aims to empower citizens to achieve a balance between rights and responsibilities, thus becoming democratic citizens in society. The development of non-formal education programs is central to the efforts of community empowerment (Fitriana and Safitri Elshap, 2015).

Marginalized communities often experience poverty in various aspects and are rejected by new social groups. They belong to economically weak groups and have limited access to decent education, but most are of productive age and have at least a high school education. Poverty can lead to social isolation and moral issues.

With good education, every individual has the knowledge and skills required to obtain employment, increase productivity, and raise income. Thus, education plays an important role in breaking the cycle of poverty, reducing social exclusion, improving quality of life, and achieving social welfare (Ustama, 2009).

Therefore, a person's participation in the education process and the level of education they achieve will influence and shape their style, patterns and framework of thinking, perception, understanding, and personality. According to Article 26 of Law Number 20 of 2003, which regulates that non-formal education is provided to members of the community who require educational services that have

alternative, complementary, and/or supplementary functions to support lifelong learning. The function of non-formal education is to develop the potential of learners by emphasizing the mastery of knowledge and functional skills as well as the development of attitudes and professional character.

Non-formal education is an educational pathway outside the formal system that can be conducted in a structured manner and its outcomes can be equivalent to formal education after being assessed by the government. Non-formal education includes life skills education, early childhood education, youth, women's empowerment, literacy, and vocational training (Ahmad and Bonso, 2020). Non-formal education institutions include training centers, course institutions, study groups, community learning centers, and religious study groups. Courses and training are organized for communities in need of knowledge, skills, and life competencies so that they can develop themselves, careers, work, and continue their studies. The results of non-formal education can be assessed as equivalent to formal education after going through an assessment process by the government or relevant institutions.

Non-formal education is also designed according to the needs of street children to provide the necessary services and facilitate its implementation. Good planning is essential to achieve optimal results (Ghaffar, 2016). Equivalency education is part of non-formal education that includes Package A Program (equivalent to elementary school), Package B (equivalent to junior high school), and Package C (equivalent to high school), focusing on improving knowledge, skills, and attitudes. It is organized by the government and the community through various organizations, including SKB, BPKB, PKBM, LPK, Orsos, Ormas, NGOs, and pesantren. Since 2008, training/course institutions have also been able to provide equivalency education to enhance the skills of learners. Graduates of equivalency education have the right to continue their education to a higher level and obtain equivalent recognition in the job market (Directorate of Educational Equivalence, 2010).

Non-formal education is not only for disadvantaged communities and rural areas, but also exists in industrial cities (Hidayat, Anwar and Hidayah, 2017). The characteristics of marginalized children who are beset by social issues, according to (Sandora, 2020), include: not attending school due to tradition, dropping out of school because of family problems, homework cost pressures, trauma from natural disasters, low self-esteem and isolation, defiance of orders, and engaging in deviant behavior.

Participatory Approach

Public awareness of the importance of education is crucial. According to the central route theory of attitude change, people will change their attitudes and act if they understand the rational arguments behind it. Therefore, providing educational advice with the right arguments is very important to increase community participation in education. An inclusive environment is a social environment that is open, friendly, and respects differences. All members of the community should feel safe and comfortable in exercising their rights and obligations. This concept encompasses various social development goals, such as better education, improved health and nutrition standards, poverty alleviation, better environmental conditions, equal opportunities, personal freedom, and cultural innovation. Social scientists criticize development approaches that focus solely on the economy.

They encourage global organizations like UNESCO to reform development approaches in all countries, especially developing countries, to be more comprehensive. The inclusive development approach invites previously marginalized groups to participate in the urban development process, thereby creating social inclusion. In Indonesia, an over-reliance on economic development can lead to social exclusion. Social exclusion can occur in two forms: objective and subjective. Objective exclusion happens when a person or group is deliberately marginalized from their rights, while subjective exclusion often arises from poor governance or mismanaged politics.

Social exclusion can lead to conflicts of ideology or culture that contradict established cultures. To reduce social isolation, city leaders must implement an inclusive development model. Inclusive development not only focuses on economic aspects but also provides broader access for all layers of society to benefit from development results, including infrastructure and basic services.

Overall, this text emphasizes the importance of raising educational awareness and creating an inclusive environment to achieve comprehensive social development. An inclusive development approach will help address social exclusion and create a more inclusive and prosperous society.

According to (Rahmat and Mirnawati, 2020), the community plays an important role in development, making their active participation essential. The success of government development programs greatly depends on community participation. If the level of community participation is high, then the success

rate of the programs will also be high. This indicates that community participation is crucial in achieving development goals. Therefore, community participation is the key to successful development.

Development Of A Curriculum That Is Relevant To Local Needs

For years, learning strategies have not changed much due to various limitations, including inadequate quality and distribution of teaching. With the advent of globalization, innovation is needed to adjust the education system as part of the global system. Learning materials play a very important role in learning strategies. Danield (1974) argued that learning materials should be selected or developed to meet the needs of students. The main goal is to help students adapt and cope with various problems in their lives, understand themselves, not feel helpless, and develop empathy towards society.

Students need to understand the changes and the tools that influence them in order to apply classroom lessons to their environment. Education should not only be a transfer of knowledge, but also the development of adaptation skills and problem-solving for everyday situations. The curriculum should be tailored to local needs so that education has a real and relevant impact. Thus, students become intelligent, empathetic individuals who positively contribute to social and economic changes in their areas. Developing a curriculum that aligns with local needs is crucial to ensure that education is effective in preparing students to face challenges and opportunities in the future, both locally and globally.

Collaboration With Various Stakeholders

In Indonesian history, the first educational institutions that fought to enlighten the nation were not government institutions, but rather private or non-governmental institutions. This can serve as a field for collaboration in non-formal education to enhance the quality of activities. Non-formal education not only focuses on teaching but also plays a broader role. This can be achieved if the government gives equal attention to school education. Unfortunately, the government's interest in non-formal education so far has been very limited, resulting in its contribution to national education still being very small

There is a growing belief that education, not only for children but also for adolescents and adults, is crucial in conflict-affected areas for rebuilding communities with strong resilience. This article discusses the constructive role of non-formal education in post-conflict situations. The concepts of cooperation and international partnership on one side, and non-formal education and lifelong learning on the other, are used to build a framework for analyzing micro-development projects in disadvantaged areas affected by conflict in northwestern Uganda. This analysis highlights the dynamics when communities collaborate to rebuild their neighborhoods.

The issue of poverty is also caused by the lack of awareness among the government and society regarding the importance of education. In fact, education is the core of human development that is intelligent and of high quality, and it greatly supports growth in the economic, political, social, and cultural fields for the advancement of that region. In the theory and concept of development, a region is considered advanced if the education sector develops and has quality human resources (HR) that can compete highly with other regions, one of which is through education (Miradj and Sumarno, 2014). With education, it is possible to build quality humans that highly support economic, political, social, and cultural advancement. A region is considered advanced if it has a developing education sector and HR that can compete with other regions.

## 4. CONCLUSIONS AND SUGGESTIONS

Conclusion

Non-formal education for marginalized communities serves as an effective alternative to empower them. By using a participatory approach in the form of outreach and collaboration with stakeholders, it can raise awareness in the community regarding education. The World Bank urges governments around the world to strive for the achievement of universal basic education and to complement it with lifelong learning opportunities for their citizens (World Bank, 1998).

Non-formal education aimed at community empowerment must be carried out with the right strategy. To be targeted and effective, empowerment activities must go through stages of in-depth research. Evaluation and reflection are necessary to determine the policies of the programs being implemented. Empowerment programs must also address the fundamental issues occurring in the community. Empowerment programs are ineffective if they are solely aimed at chasing prestige. The key point is how such an empowerment program can encourage the creation of an independent and empowered society (Lestari, 2021).

Advice

Empowerment of marginalized communities is very important and must continue to be carried out. The purpose of this empowerment is for disadvantaged (marginal) community groups to understand and strengthen their abilities in social, economic, and political fields. With this enhancement of abilities, they are expected to improve their position in society. Empowerment helps them to be more independent and have better opportunities in social and economiclife.

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