Analysis of Non-Formal Education Policy for Life Skills

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A B S T R A C T

Non-formal education can help graduates formal education. This is related to the real need for labor. In fact, everyone needs a job after graduation in order for them to survive. So, they must have the knowledge and skills to enter real jobs. In addition, formal education also requires non-formal education through courses and practicing their abilities. The government must improve life skills with specifications that are in accordance with needs. In this context, life skills education programs are education capable of imparting practical skills used in relation to job market needs, opportunities, or industry in our industrial community. The main purpose of life skills education is to prepare students to be able and have the skills to maintain their survival and develop their abilities in the future. In essence, life skills education is an increase the relationship between education and real-life values.

1. Introduction

Today's non-formal education is increasingly popular, along with the inability of formal education to prepare students who are truly ready to work, while on the other hand, the world of work really requires a very diverse workforce according to job specifications. This condition, of course, is not conducive for community members who need non-formal education, both those who are interested in organizing non-formal education and those who want to be involved in being part of non-formal education as instructors, teachers, facilitators, or students.

Today's non-formal education is increasingly getting a proper place in society, along with the inability of formal education to prepare students who are ready to work. In fact, more than that, non-formal education also fills the void that cannot be fully filled by formal education through various courses and training. The popularity of non-formal education, apart from being triggered by the condition of formal education, which is factually unable to prepare its alumni to be ready to enter the world of work, is also stimulated by the demands of the world of work. Non-formal education can help alumni of formal education have certain skills according to the real needs of the world of work. This condition encourages non-formal education to be closer to the community through courses and training activities. In line with this, the needs of the world of work today are increasingly diverse, so the need for course institutions is increasingly diverse and also continues to increase. This tendency stimulates some community members who care about non-formal education to take part by

746

opening courses.

This fact demands the presence of non-formal education policies, especially to meet the needs of skills and work skills required by the world of work. Under these conditions, the non-formal education policy is an urgency that cannot be postponed and its application in the field. This narrative review aims to discuss how non-formal education policies can be applied to improving life skills which have implications for the welfare of life for its alumni.

The concept of policy
The definition of policy

Dunn (2000) explains that etymologically, the term policy or policy comes from the Greek and Sanskrit polis (city-state) and pur (city), which was developed in Latin into politia (state) and finally in English policy, which means dealing with public matters or government administration. For Mintzberg in Alifuddin (2011) said that policy refers to a plan of action that is deliberately set; game-maneuvers intended to mislead others; a pattern of a consistently purposeful collection of actions or not; the position of the container that points to the action; and perspective in seeing the world. According to Schermerhorn et al., quoted by Alifuddin (2011), policies are guidelines for action that outline important goals and broadly show how activities can be carried out. Policies can be described as guidelines or principles that guide future decision-making if and when certain elements emerge.

From this definition, it can be concluded that policies reflect guidelines for action that outline important goals and broadly indicate how activities can be carried out, and indicate standards of behavior that cause people to take actions in certain ways. In this regard, the policy should pay attention to the following: allow open interpretation and assessment; be consistent, and there should not be two conflicting policies within an organization; must be in accordance with developing conditions, facts objective, and in accordance with external conditions (Winardi, 1990).

The education policy formula, according to Tilaar et al. (2008), says that education policy is the entire process and result of the formulation of strategic educational steps outlined from the vision, and mission of education, in order to realize the achievement of educational goals in a society for a certain period of time.

Policy implementation

Policies will be useless without being implemented. Policy implementation is something important, perhaps even more important than just policy-making. The actual implementation of policy is not only concerned with the mechanism for elaborating various political decisions into routine procedural mechanisms through bureaucratic channels but also with issues of conflict, decisions, and who gets what from a policy. Implementation is a process of interaction between the formulation of goals and actions that have been adapted to achieve them as well as an ability to forge a sequence of relationships in a causal chain in order to obtain the desired results. This shows that policy implementation is very important and vital, as emphasized by Wahab (1997), that policy implementation is an important aspect of the entire policy process. According to Wahab, policy implementation is not only concerned with the mechanism of elaborating political decisions into routine procedures through bureaucratic channels, but more than that, it involves conflict issues.

In a broader perspective, Mazmanian and Sabatier explain the meaning of policy implementation as understanding what actually happens after a program is declared valid or formulated is the focus of attention on policy implementation, namely events and activities that arise after the ratification of state policy guidelines, which includes both efforts to administer it and to have a real impact on society.

Minimum policy implementation is related to three things. First, there are policy goals or objectives. Second, there are activities or activities to achieve

goals. Third, the results of activities. This means that policy implementation is a dynamic process in which policy implementers carry out an activity or activity so that, in the end, they get a result in accordance with the goals or objectives of the policy. In its implementation, many factors support the success or failure of policy implementation. Jones suggests three activities intended to operate a program for policy implementation, namely organization, interpretation, and application.

In the study of policy implementation, two approaches are described to understand policy implementation in a simple way, namely: a top-down approach and a bottom-up approach. The top-down approach can be called the approach that dominates the early development of policy implementation studies, although, in later developments, there are differences between the followers of this approach, thus spawning a bottom-up approach. However, basically, the starting point is on the same assumptions in developing an analytical framework for implementation studies. In this top-down approach, policy implementation can be carried out centrally and starts from the central level, and decisions are made at the central level. The top-down approach starts from the perspective that political decisions (public policies) that have been determined by policymakers must be carried out by administrators or bureaucrats at lower levels. The essence of this approach (top-down) is simple to understand, namely the extent to which the actions of the implementers (administrators and bureaucrats) are in accordance with the procedures and objectives outlined by policymakers at the central level. In contrast to the bottom-up approach, it focuses more on the implementation of formulated policies and the initiation of local community members. This assumption can be understood through the argument that problems and problems that occur at the regional level can only be understood properly by local residents.

Policy analysis

After the policy is implemented, it needs to be analyzed. According Patton and Sawicky in Nugroho (2004) said that policy analysis is an action needed to make a policy, both new policies and policies that are a consequence of existing policies. As a term, policy analysis is closely related to the use of various techniques to improve or rationalize the policy-making process. According to Quade, quoted by Parsons (2005), the purpose of policy analysis is to help decision-makers to make better decisions than those on the other side. Therefore, policy analysis deals with the effective manipulation of the real world. To do this, policy analysis is carried out in three stages. The first discovery is an attempt to find a satisfactory and best alternative among the available alternatives. Second, acceptance, namely making the findings so that they can be accepted and incorporated into policies or decisions. Third, implementation, namely implementing policy decisions without too many changes, can make the alternative satisfactory. According to Dunn in Alifuddin (2005), there are three approaches in policy analysis namely empirical, evaluative, and normative approaches. The empirical approach seeks to answer the problem of facts. The evaluative approach seeks to find some value for something, while the normative approach provides an effort to take action on what must be done.

Policy analysis includes two aspects. First, policy determination: this is an analysis that deals with how policy is made, why, when, and for what purpose policies are made. Second, the content of this analysis includes a description of a particular policy and how it developed in relation to previous policies, or this analysis can also be based on information provided by a theory that attempts to provide a critique of policy. Policy analysis pays more attention to what is defined as knowledge, content, production, dissemination, and interpretation. These aspects can be translated into four kinds of questions about beliefs or values, namely: who, what, when, and how? Who secures the

748

value? What value is secured? Through what institution is the security provided? When and how are these safeguards carried out?

Policy evaluation

For the purposes of policy analysis, an evaluation is needed. In this case, the term evaluation can be matched with the term appraisal, rating, or assessment. Words that express efforts to analyze policy outcomes in terms of their unit of value. Therefore, policy evaluation is intended to determine four aspects, namely the policy-making process, implementation process, policy consequences, and the effectiveness of the policy impact.

According to Parson (2005) that evaluation has a number of characteristics that distinguish it from other policy analysis methods, namely: 1) Focus on values. Evaluation is centered on an assessment of the need for a policy. Evaluation is primarily an attempt to determine the social benefits or utility of a policy or program and is not simply an attempt to gather information about the anticipated and unanticipated outcomes of policy action. 2) Interdependence of value facts. The demands of evaluation depend on both facts and values. To state that a particular policy or program has achieved the highest (or lowest) level of performance requires not only that the policy outcomes are valuable to some individuals, groups, or the whole society. To state this, it must be supported by evidence that policy outcomes are actually a consequence of actions taken to solve certain problems. 3) Present and past orientation. Evaluative claims, in contrast to advocating claims, are directed at present and past outcomes rather than future outcomes. Evaluation is retrospective and after-action (ex post). Recommendations, which also include value premises, are prospective in nature and are made before actions are taken (ex-ante), and 4) Duality of values. The values that underlie evaluation demands have a dual quality because they are seen as both an end and a means. Evaluation is the same as recommendation insofar as respect to the existing value can be considered as intrinsic (necessary for itself) or extrinsic (necessary because it affects the achievement of other goals). Values are often arranged in a hierarchy that reflects the relative importance and interdependence of goals and objectives.

According to Dunn (2000), policy evaluation has four functions, namely: 1) Explanation; through evaluation, a portrait of the reality of program implementation can be made, and generalizations can be made about the patterns of relationships between the various dimensions of reality that he observes. 2) Compliance; Through evaluation, it can be seen whether what was done by the actors, both bureaucracy and other actors, was in accordance with the standards and procedures implemented by the policy. 3) Auditing; Through evaluation, it can be known whether the output actually reaches the target group or other recipients, and 4) Accounting; with the evaluation can be known the socio-economic consequences of the policy.

According to Durin as quoted by Wibawa (1994), there are at least six types of policy evaluation criteria, namely: a) Effectiveness, with regard to whether an alternative achieves the expected result (effect) or achieves the goal of taking action. b) Efficiency, with respect to the amount of effort required to produce a certain level of effectiveness. c) Adequacy relates to how far a level of effectiveness satisfies a need, value, or opportunity that creates a problem. d) Equity is closely related to legal and social rationality and refers to the distribution of results and efforts between different groups in society. e) Responsiveness with regard to how far a policy can satisfy the needs, preferences, or values of certain community groups, and f) Appropriateness is closely related to substantive rationality because the question of policy appropriateness is not concerned with an individual set of criteria but with two or more criteria together. Accuracy refers to the value or value of program objectives and to the strength of the assumptions

underlying these goals (Wibawa, 1994).

Policy research

Policy research is the process of conducting research to support policies or analysis of fundamental social problems, carried out regularly to help policymakers solve problems by providing action-oriented recommendations or pragmatic behavior. The position of policy research in a research process related to social fields can be described as that the position policy research is high in action orientation and focuses on fundamental social problems. This position implies that policy research should seek to provide useful recommendations to policymakers. Only appropriate actions are recommended (Alifuddin, 2011).

According to Majchrzak, policy research has five characteristics. First, focus on multidimensionality. Public policy specifically seeks to solve complex social problems consisting of a number of dimensions, factors, impacts, and causes. Second, policy research uses an inductive empirical approach. Policy research begins with social problems and attempts to construct concepts and theories of causation as a study of the development of social problems. Referring to empirical inductive, this approach is in contrast to the traditional science hypothesis testing approach. The hypothesis testing approach in social phenomena basically aims to test certain theories. Third, research focuses on soft variables. In order for policy research to lead to policy orientation, its recommendations can be implemented. Then research must focus on aspects of social problems that are open to influence and intervention. Fourth, responsiveness to study users. A critical characteristic of policy research is the identification of study users as people who are at the first stage in the policy research process. Users of such studies may be many, varying in expectations, agenda, values, assumptions, and needs. Fifth, policy research explicitly includes values.

Policy research is a valuable process in which many

decisions are involved in the research effort and driven by many opposing values. The values of the study users will go into the process of defining social problems, formulating research questions, developing recommendations from findings, and disseminating results to selected audiences. Policy research is carried out based on certain stages. According to Majchrzak in Alifuddin (2011) that policy research consists of five stages, namely preparation, conceptualization, technical analysis, analysis of recommendations, and communication. For a policy research study to be successful, these five steps are essential. Preparation of information on social problems and the socio-political environment should be collected; social problems and research questions must be conceptualized; research approaches must be designed and implemented; recommendations should be analyzed for feasibility and modification, and study results must be communicated appropriately. The description above shows that policy theory at least includes the notion/definition of policy, policy implementation, policy analysis, policy evaluation, and policy research. All of these things are important and need to be studied when discussing any area of life related to policy.

Analysis of informal education policies

One of the most popular policies in the field of education is non-formal education policies, especially those related to life skills. In Indonesia, policies regarding non-formal education, including those related to life skills, can be traced, among others, to the following laws and regulations.

National Education System Law No. 20 of 2003

Nata (2006) said that the background of the birth of Law no. 20 of 2003 includes the low quality of education, unequal distribution of education, and the inability to produce human beings with noble character. According to Law No. 20 of 2003 concerning the National Education System (Sisdiknas), non-

formal education is an educational pathway outside of formal education that can be carried out in a structured and tiered manner. Article 26, paragraph (1) of the National Education System Law states that non-formal education is provided for community members who need educational services that function as substitutes, additions, and/or complements to formal education in order to support lifelong education. The next paragraph explains that non-formal education functions to develop the potential of students with an emphasis on mastering knowledge and functional skills as well as developing professional attitudes and personalities. As mentioned in article 6, point (3), non-formal education includes life skills education. This means that non-formal education, which includes life skills education, is enshrined in the Law on the National Education System.

Permendiknas No. 49 of 2007

Education National No. 49 of 2007 regulates the Standards for Management of education by non-formal education units. In this Law, it is explained that the objectives of non-formal education units include: (1) Describe the achievement of quality behavior that should be achieved in learning programs; (2) Refers to the vision, mission, and goals of national education and is relevant to the needs of community empowerment; (3) it is decided by the manager/or non-formal education provider by taking into account input from various interested parties.

Permendiknas No. 47 of 2007 (now Permendikbud) discussed, among other things, program planning, implementation of work plans, monitoring and evaluation, and management information systems. First, it concerns program planning. In this discussion, it is stated that the vision of the non-formal education unit is: 1) To be made a shared goal by all interested parties the future in. 2) Able to provide inspiration, motivation, and strength to non-formal education unit residents and all interested parties 3) Formulated based on input from residents of non-

formal education units and interested parties, in line with the national education vision. 4) Decided by the manager or organizer of non-formal education by taking into account input from various parties 5) Socialized with all interested parties, and 6) Review & reformulated in accordance with community developments.

Permendiknas No. 49 of 2007 also regulates the issue of student assessment which must be based on the assessment standards determined by each program and socialized to educators and students. Non-formal education units assess learning outcomes in accordance with the qualifications and competencies of each learning program and are informed to students and well documented. The assessment includes all elements of competence and the material being taught. Non-formal education units are also tasked with compiling provisions for the implementation of the assessment of learning outcomes in accordance with each learning program.

In addition to assessors, non-formal education units are also tasked with formulating learning regulations. Learning regulations must contain the presence of students to take lessons and assignments from educators that are adjusted to the criteria for each program, provisions regarding the evaluation of graduation in accordance with the criteria of each program, and provisions regarding the rights and obligations of students.

Educators and education personnel are also mentioned in this regulation. The program for the utilization of educators and education personnel is prepared by taking into account the qualification and competency standards of educators and education personnel. In its development, it is adjusted to the conditions of non-formal education units in each program. The appointment of educators and education staff is carried out based on the provisions stipulated in the National Education Standards. It was also explained that the non-formal education unit is tasked with carrying out: developing educators and education

personnel in accordance with the needs of the curriculum and non-formal education units, and the utilization of education personnel is adjusted to the needs of both the number as well as the qualifications and competencies.

The field of infrastructure is also a field that must be regulated by non-formal education units. It is explained that the program for the management of facilities and infrastructure takes into account the standards of facilities and infrastructure in terms of planning, fulfilling, and utilizing educational facilities and infrastructure; evaluating and maintaining facilities and infrastructure to keep them functioning in the learning process; complete learning facilities according to the needs of each program organized by non-formal education units, and maintain all physical facilities and equipment with due regard to environmental health and safety.

In the field of funding, non-formal education units are also required to have funding management guidelines that regulate: (1) sources of income, expenditure, and the number of funds managed; (2) preparation and disbursement of the budget as well as fundraising outside of investment and operational funds; (3) the authority and responsibility of the non-formal education unit manager in spending the education budget in accordance with its designation; (4) bookkeeping of all receipts and expenditures as well as the use of the budget to be reported to interested parties, (5) financial and financing management guidelines set by non-formal education unit organizers and disseminated to interested parties to ensure the achievement of transparent and accountable fund management.

Non-formal education units must also include residents of non-formal education units and people who care about non-formal education in managing education. Each non-formal education unit establishes partnerships with other relevant institutions, both government and private institutions. The non-formal education unit partnership system is determined by a written agreement.

Supervision and evaluation

The discussion on monitoring and evaluation explains that non-formal education units are tasked with compiling a monitoring program on management and programs that are carried out in an objective, responsible, and sustainable manner. The preparation of supervision programs in non-formal education units is based on the National Education Standards (SNP). Supervision of the management of non-formal education units includes monitoring, supervision, evaluation, reporting, and follow-up on the results of supervision. Monitoring and supervision of the management of non-formal education units' inequality, literacy, PAUD, and other programs are carried out by the district/city government and/or other related parties. It was further explained that the managers of non-formal education units reported the results of the evaluation to the organizers and interested parties. Non-formal education units must also document and use the results of monitoring, supervision, evaluation, and reporting.

In addition to having to evaluate non-formal education providers, non-formal education units are also required to conduct self-evaluations of the programs being held. Therefore, non-formal education units are required to set indicators to assess performance and make improvements in order to achieve SNP. Evaluation includes (1) periodic evaluation of the learning process in accordance with the program held, and (2) periodic evaluation of the annual work program at least once a year. Self-evaluation of programs organized by non-formal education units is carried out periodically and continuously.

Evaluation activities are also carried out on the curriculum and lesson plans. The process of evaluating and developing curriculum and lesson plans is carried out with several provisions, namely: (1) comprehensive and flexible in adapting to the latest

advances in science and technology; (2) periodically dealing with changing needs of students and the community, changes in system changes social; (3) integrative in line with changes in the level of learning materials; and (4) comprehensive by involving various interested parties.

The education unit must also conduct an evaluation of the utilization of educators and education personnel at the end of each year in order to achieve SNP. The evaluation carried out includes the suitability of the assignment with expertise, workload balance, and the performance of educators and education staff in carrying out their duties. In particular, for evaluating the performance of educators, it is obligatory to pay attention to the achievement of achievements and changes as well as the development of students. Non-formal education units must also prepare the necessary materials for accreditation in accordance with applicable laws and regulations. Non-formal education units increase their accreditation status by using a follow-up program from the previous accreditation results. The results of the accreditation are used for program improvement and the development of non-formal education units.

Formal education leadership

In this discussion, it is stated that each non-formal education unit is led by a non-formal education unit leader. The criteria for becoming the leader of a non-formal education unit are in accordance with the AD/ART of the organizer and/or applicable regulations. The leader of the non-formal education unit is tasked with: (1) describing the vision into the mission of the quality target; (2) formulating quality goals and targets to be achieved; (3) analyzing opportunities and challenges, strengths and weaknesses, non-formal education units; (4) has a strategic plan and annual work plan for the implementation of quality improvement; (5) be responsible for making budget decisions for non-formal education units; (6) involve interested parties in

making important decisions, (7) communicate with residents of education and the community; (8) maintain and improve the work motivation of educators and education staff by using a system of awarding achievements; (9) create a conducive environment for learning activities; (10) responsible for planning participatory learning activities; (11) implementing a supervision to improve the performance and quality of non-formal education units; (12) set an example and maintain the good name of the institution, profession and given to him; and (13) facilitate the development, dissemination, and implementation of the vision of non-formal education units into learning programs.

Management information system

In this discussion, it is stated that non-formal education units are tasked with: (1) managing system an adequate management information effective, efficient, and accountable education management; (2) providing efficient, effective, and easily accessible information facilities; (3) assign officers to collect, receive, manage, provide data, and provide information services. Communication between residents of non-formal education units is carried out based on partnership, togetherness, and kinship.

From the description above, it can be seen that PERMENDIKBUD regulates in detail the procedures for the implementation of non-formal education, and education itself is contained in item 4 of the student field item b which states, among other things, that the program being held is life skills education.

Government regulation No. 73 of 1991

In Government Regulation No. 73 of 1991 concerning education outside of school, among others, several important points are described. Education outside of school is education that is held outside of school, whether institutionalized or not. There are three goals to be achieved by education outside of school. First, serving learning citizens so that they can

grow and develop as early as possible and throughout their lives in order to increase their dignity and quality of life. Second, foster learning citizens to have the knowledge, skills, and mental attitudes needed to develop themselves, work for a living or continue to a higher level and/or level of education. Third, meet the learning needs of the community that cannot be met in the school education path.

In Government Regulation number 73 of 1991, it is stated that there are five types of education outside of school. First is general education, namely education that prioritizes the expansion and improvement of the skills and attitudes of learning citizens in certain fields. Second, religious education is education that prepares to teach citizens to be able to carry out roles that require special mastery of the teachings of the religion concerned. Third, job position education, namely education that seeks to improve the knowledge, abilities, and attitudes of learning citizens to fulfill certain job requirements in the relevant work unit. Fourth official education, namely education that seeks to improve the ability to carry out official duties for employees or prospective employees of a department or non-departmental. Fifth, vocational education is education that prepares to teach citizens to be able to work in certain fields.

The general requirements that must be met to become a learning citizen in certain out-of-school education units are obtained by the minister or other ministers or leaders of non-departmental government institutions after consulting with the minister. The rights of learning citizens are: (1) to study independently, (2) to obtain protection against unfair treatment from the education staff or educational institution concerned, (3) to obtain an assessment of their learning outcomes, and (4) to move to the school education if it meets the requirements of the educational unit to be entered.

Article 12 explains that the curriculum is a guideline for teaching and/or training guidance activities carried out to achieve certain abilities. The curriculum can be written and unwritten. The implementation of these provisions is regulated by the minister, other ministers, or the head of a non-departmental government institution after consulting the minister. Article 13 states that the curriculum that applies nationally is determined by the minister, other ministers, or heads of non-departmental government institutions after consulting the minister. Curricula that are not included in these provisions are determined by the organizer of the education unit based on the provisions of the Law on. the national education system Non-formal education can be in the form of course institutions. Courses are held for learning residents who need provisions to develop themselves, work for a living, and/or continue to a higher level of education.

The main points of non-formal education policies

In the main points of non-formal education development policies, it is also stated that professional courses and courses are oriented towards improving life skills (PKH) which are quality and relevant to the needs of the community, as well as services that are increasingly widespread and fair. And evenly, especially for the educated, poor and unemployed, who can work and/or do business productively, independently, and professionally (Suryadi, 2007:9-11). In line with this, the development of non-formal education, among others, aims to; the realization of institutional courses and the implementation of courses in quality and life skills-oriented professions (PKH), especially for unemployed people of productive age to be able to work and/or do business productively, independently, and professionally.

This policy emphasizes that the implementation of the course is oriented towards efforts to improve quality life skills and is relevant to the needs of the community. This can be realized further, as stated by Hanip et al. (2021) that non-formal education that adheres to integrated thematic learning has learning models to support successful learning, such as

simulations, social teaching, and role-playing that are closely related to everyday life.

Non-formal education for life skills

One of the real applications of non-formal education policies is to provide life skills to students so that they can adapt and work real in the midst of society. To build life skills with such specifications, extra effort is needed, including through education. In this context, the life skills education program is education that can provide practical, used skills related to the needs of the labor market, business opportunities, and economic or industrial potential in the community. These life skills have a broad scope, interacting with knowledge which is believed to be an important element for living more independently (Anwar, 2005). In relation to the life skills education, the Ministry of Education, Culture, Research, Technology, and Higher Education divides life skills into four types, namely: (1) personal skills, which include self-awareness skills and rational thinking skills; (2) social skills; (3) academic skills; and (4) vocational skills.

In practice, the learning curriculum is flexible, the program lasts a short period of one year at most, resource persons and facilitators consist of skilled people who care about poverty alleviation and community empowerment, learning methods are dialogical, participatory, andragogic, and learning success is measured by increasing practical skills in improving the quality of their work. The main purpose of life skills education is to prepare students to be capable and skilled and able to maintain their survival and development in the future. The essence of life skills education is to increase the relevance of education to real-life values. The purpose of life skills education consists of five components. First, empowering the inner quality assets and the outer attitude of the students. Second, it provides broad insight into career development. Third, provide basic supplies and exercises that are carried out correctly

regarding the values of everyday life. Fourth, optimizing school resources through a school-based management approach (SBM). Fifth, facilitate students in solving problems of life faced daily (Wahab, 1997).

In his conclusion, Safitri (2017) says that (1) non-formal education provides a forum for additional education for the community in the village, (2) non-formal education motivates students to always try to achieve their goals and not give up easily, (3) non-formal education teaches independence and creativity for primary and secondary school children.

Life skills education provides personal benefits for students and social benefits for the community. For students, life skills education can improve the quality of thinking, the quality of the heart, and the quality of the physical. Meanwhile, for the community, it can improve an advanced and civilized life, improve social health, reduce destructive behavior and develop a society that is harmoniously able to integrate religious values, theory, economic solidarity, power, and art (taste). Thus, life skills education has a very important position and strategic role in building a better life in society. Therefore, Rosdian et al. (2020) say that life skills include five types, namely self-knowledge skills, thinking skills, social skills, academic skills, and vocational skills.

Welfare as an implication of non-formal education

One of the real implications of life skills achieved through non-formal education organized through courses or training is welfare. Material needs are fulfilled non which include nutrition, health, education, shelter, income, and obtain protection from risks and threats. This welfare can be realized, among others, through non-formal education organized through course activities or training. Life skills in the form of certain skills or skills acquired by students through the course or training activities allow students to adapt to the world of work or entrepreneurship independently so that by working or entrepreneurship,

their welfare is guaranteed.

The success of non-formal education policies in providing life skills for community members will have real implications for the real lives of community members. When community members have life skills, they will be able to work or open businesses independently. Through this work and effort, their welfare will be raised, and even the socio-economic conditions of the family will also be better. In fact, with this work and effort, the unemployment rate is also reduced, the number of poverty is reduced, and the potential for social pathology due to poverty will be further away from reality.

Non-formal education policies have strategic value for the lives of citizens, so they need to be formulated, implemented, and evaluated as well as possible so that they can truly guarantee a prosperous community life, namely a safe and material needs are fulfilled non which include: nutrition, health education, housing, adequate income to live properly, and safe from physical and psychological risks or threats. Non-formal education policies are only meaningful if, in their implementation, they provide life skills to their students. And with these life skills, the alumni and their families have succeeded in achieving a prosperous life. The current government has made various efforts, including non-formal education policies. Currently, the Directorate of Non-Formal and Informal Education is aggressively implementing basic and advanced equality education programs that are integrated with life skills education. These programs include the independent business entrepreneurship program for functional literacy, village entrepreneurship programs, and urban entrepreneurship to pursue packages B and C and others. Etc. The goal is to learn residents in addition to getting an educational certificate that is equivalent to formal education for both elementary, junior, and senior high school levels, but also get support for skills that are expected to be used as provisions for students in the community after they complete the education program.

Programs that involve government institutions such as P2PNFI, BPKB, and SKB also involve foundations engaged in community education as program implementers. Several cases were found in the field related to the implementation of the PNF program. Not a few of the organizing institutions carried out life skills or entrepreneurship programs without going through educational briefings first and tended to be practically oriented, which then resulted in stagnation in the sustainability of the program. For example, what happened in Yogyakarta in 2007 in terms of the skills for catfish cultivation, the organizing agency only used government assistance to build catfish ponds without paying attention to the feasibility study of infrastructure and supporting facilities and infrastructure, so after a few weeks the program stopped, and all that was left was a pond. Empty fish. How noble mankind would be if he had a high work ethic character and, at the same time, possessed a moral character. Only with such conditions does non-formal education not only needs to be maintained, but more than that, it is very important to be developed quantitatively and qualitatively in the future.

2. Conclusion

Policies that address the issue of non-formal education to meet the life skills needs of students. Juridically through several products of legal regulations relating to non-formal education, namely Law Number 20 of 2003 concerning the national education system, regulation of the minister of national education Number 49 of 2007 concerning education standards for education management by non-formal education units, and government regulation No. 73 1991 concerning extra-curricular education. Life skills education is explicitly mentioned in the legislation, but its implementation has not been in line with expectations. In practice, there are still many training institutions that are only responsible

756

for output, without trying to distribute or employ their own alumni after they graduate. Whereas the income earned is generally not only to meet their own needs but also contributes to meeting the needs of their families and even relatives. Thus, non-formal education that is developed must meet life skills and be able to provide positive implications, especially for the welfare of alumni and their families.

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