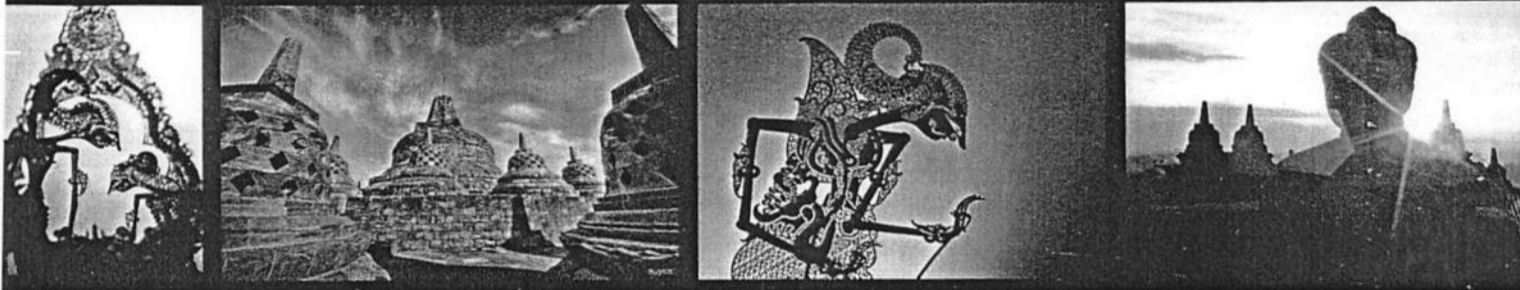


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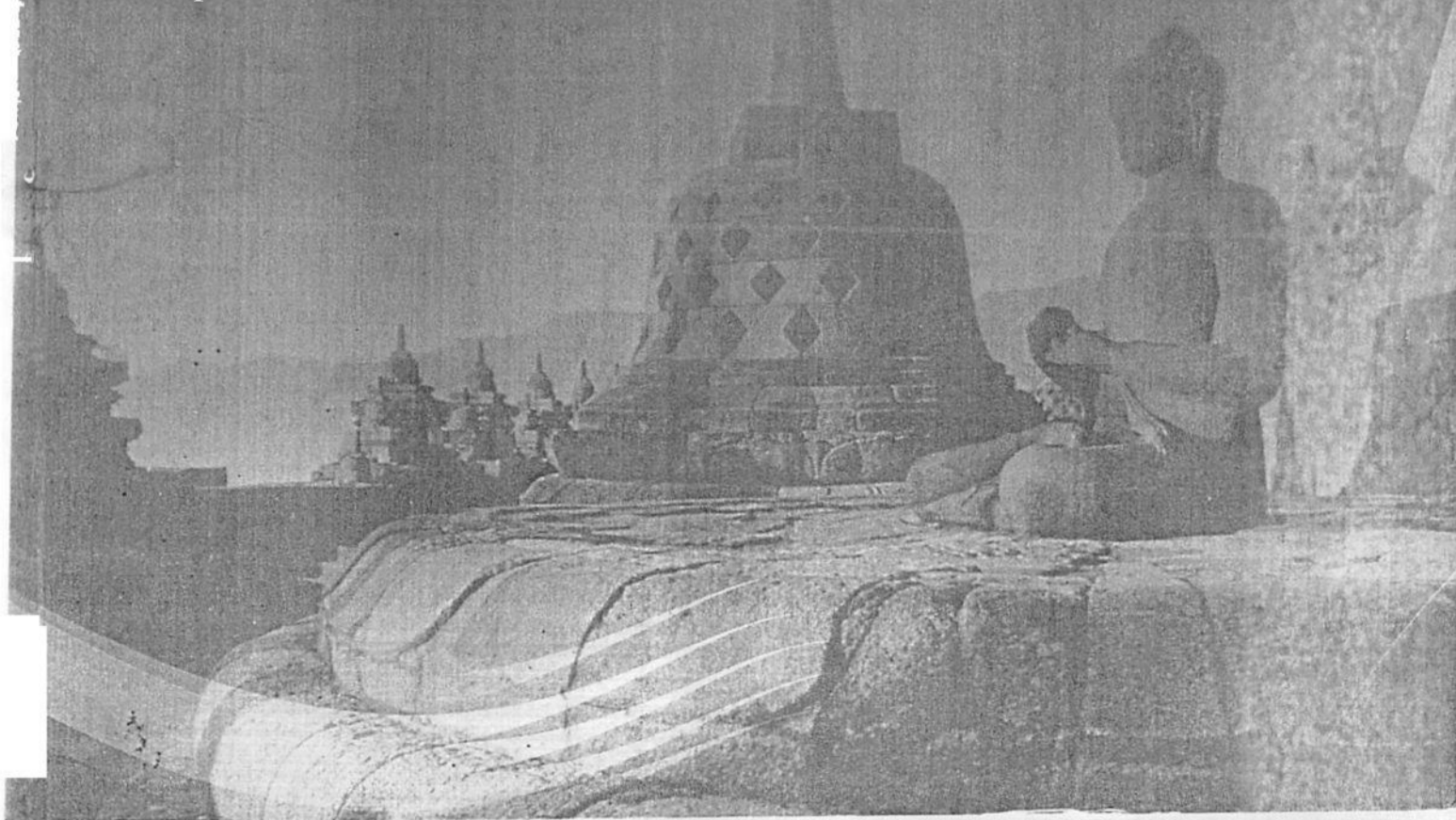
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Foreword of The Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the *International Conference on Current Issues in Education*. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and proudful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The paper in this proceeding presents many topics, perspectives, and methodology that stimulate debates and dialogue, so that it is resourceful for scholars and researchers who are interested in current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta,
Prof. Dr. Rochmat Wahab, M.Pd., M.A
Rector of Yogyakarta State University

Foreword of the Director

The 11th International Conference on Educational Policy (ICEP) 2012, the 11th International Conference on Educational Policy (ICEP) 2012 held at Yogyakarta State University, Yogyakarta, Indonesia, 2012. The conference is held by the Study Program of Educational Policy, Graduate School, Yogyakarta State University in collaboration with Faculty of Education, the National University of Malaysia.

In the modern era, there are fast and paradoxical changes in human life. These bring several issues in education. To respond to these issues, some possible solutions are needed, such as cooperation between education experts and practitioners in all parts of the world. The main themes of the conference are: Comparative Education: Global and Local Issues, Religious

and Sociocultural Issues in Education, the conference attracts many participants from many countries. Participants come from many countries, including: Philippines, Netherlands, Japan, Bangladesh, Singapore, Iran, India, Pakistan, Taiwan, and others.

We express our highest appreciation to our main speaker, Prof. Dr. Rochmat Wahab, M.Pd., (Sjaitlo University, Indonesia). We would also like to extend our gratitude to the Prof. Yutaka Otsuka, Ph.D. (Hiroshima University, Japan), Coloma Pastora, Ph.D. (University, Philippines), Prof. Suyata, M.Sc., Ph.D. (Yogyakarta State University,

Winter (Utrecht University, Netherlands), Prof. Madya. Dr. Haji Maimun Aqsa of Malaysia, Malaysia), Dr. Hamid Fahmy Zarkasyi, M.A. (Pondok Pesantren, Indonesia), Prof. Abdul Razak Ahmad (The National University of Malaysia, Malaysia), Prof. Md. Wahiduzzaman, Ph.D. (University of P. Costa, Ed.D. (Education Development Specialist, USA) — as well as

They contributed much to the success of the conference, which is also supported by the officials who support this conference for their will, commitment, and ideas and thoughts in this occasion.

deeper insights about education.

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THE POWER OF INFORMAL AND REFLECTIVE LEARNING OF ADULT IN WORKPLACE: EXPERIENCE FROM COLLEGE LEADERSHIP

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Abstract

In order to improve the quality of lecture, most of the education institutions uses education and training as main method. It is believed to be effectively in developing the quality of its lecture competencies. But from the results of several studies indicate that the contribution of education and training were very minimal. Most of the development of competencies acquired through informal learning in the workplace. This paper will describe the power of informal and reflective learning in improving the quality of lectures and academic atmosphere. There are several issues that will be discussed, namely: the problem of study program, the process of informal learning in the workplace, and factors influencing informal and reflective learning processes. Discussion will be based on experiences of college leadership.

Keywords: Informal learning, reflective learning

1. Introduction

This article is taken from experiences of informal learning and reflective in leading Study Program of Early Childhood Education (PGPAUD). As new study program, PGPAUD has enough challenges. On the one hand, it has to run tasks and academic functions as the other study programs in the university, and its scientific foundation and academic culture have not developed yet, on the other hand.

In the early time, the PGPAUD has 13 lectures. Their qualification and educational background are very diverse and generally they are still juniors with an average 4 years experiences. Four lectures are bachelor (S1), eight lectures are master (S2), and two lectures are doctor (S3), and one lecture is taking doctor program (S3). In the meantime, the educational background of the twelve lectures are only two lectures holds early childhood education certificate, and the rests are outside of early childhood education field, such as educational administration, counseling, social study, Islamic education, education technology Education. This human resource conditions directly affects the existence of study program. Without downplay the ability of peers in the study program, I see that in general they do not have the scientific knowledge of early childhood education adequately and a clear direction of self-development. They are stuck at the technical level, which is limited in teaching duties. In addition to educational background, limited work experience and the placement of the study program on sub campus contribute to the underdeveloped academic culture.

Based on the condition, there is one major problem that needs to be solved, namely: How to develop the scientific foundations and academic culture of the study program for sustainable development?

2. Discussion

At the beginning, when I was mandated by the Dean of Educational Sciences to lead the study program, I am not sure that I am able to carry out the mandate, but I believe that there is no problem that can not be solved. So, the first step, I try to find strategy that can be used to build the basic framework of study program. After going through a long process of reflection, I concluded that in order to develop the study program, it can be done through informal learning (Marsick and Watkins, 1990, Eraut, 2000) and reflective learning (Mezirow: 1991). It is based on the idea as follows.

Self-development takes place informally integrated in everyday life. Meanwhile, the process of learning in workplace in general 83% (Marsick and Watkins: 1990) occurs through informal learning. The learning process has tremendous potential for the development of the self. As noted Eraut (2000):

"What does appear to be generally acknowledged is that much unmodified cultural knowledge is acquired informally through participation in social activities; and Often so much is 'taken for granted' that people are unaware of its influence on their behavior. This phenomenon is much broader in scope than the implicit learning is normally associated with the concept of socialization

The role of informal learning process has been shown in improving interpersonal skills, such as problem solving skills, overcome stress, creativity, overcome new challenges and difficulties; interpersonal: interaction, cooperation, sharing of information and experience; culture: developing a value that supports career development (Leslie, BC; Aring, MK; Braud, B, 1998), developing a work ethic (Hyland, Terry: 1996), identity (Hilary Timma: 2007).

Informal learning processes are basically not something new. This learning process existed since human life. The learning process is ongoing and integrated naturally in everyday life. This process occurs in every interaction in life, so many individuals are not aware of the learning process. As stated by Marsick and Volpe (1999) that informal learning has the following characteristics: integrated with daily routines, triggered by an internal or external jolt, not highly conscious, haphazard and influenced by chance, an inductive process of reflection and action, linked to learning of others

Cseh, Watkins, and Marsick (Lohman, 2006) stated that informal learning takes place in eight stages, namely: (a) understand the context, (b) to respond to the learning experience at hand, (c) interpret the experience, (d) seeking alternative solutions, (e) selecting learning strategies, (f) found problem-solving strategies, (g) assess the consequences; and (h) evaluating learning outcomes (lesson learned). While Eraut et al., (2000) suggested that learning occurs through four ways: (1) consultation and collaboration within the working group, (2) consultation outside the working group, and (3) the challenge of the work itself (4) working with clients.

One main factor in the process of informal learning is reflection. In the perspective of transformative learning, reflection is not only the content and processes, but also the premise used in problem solving. This process is an attempt to view, analyze and assess the mindset, in order to deal with situations or dilemma, caused by the contradiction between thoughts, feelings and actions as a result of the distortion epistemic, psychological and sociolinguistic (Taylor, 1998 : 8). As stated by Mezirow (1991:104-111): "Reflection is the process of critically assessing the content, batch-process, or premise (s) of our efforts to interpret and give meaning to an experience". Reflection is an assessment of the content or description of the problem. Reflection on the process is a review of the problem-solving strategies used, in order to enhance the problem solving in the future. Reflections on the premise to include an assessment of the validity of norms, ideologies, rules, roles, paradigms, or theories that is considered correct. Reflection on content or

process with respect to the problem solving process. Reflections on the premise regarding the process of facing the problem, namely: questioned something that is considered correct, to assess its validity. Reflection of the content and the process will result in a change in meaning scheme or perspective. While reflection of the premise would result in a change of meaning perspective or frame of mind. Mezirow (1990) stated that the content and process of reflection as a reflection in action and reflection on all three referred to retroactive reflection.

Mezirow (1981) classify the critical consciousness to seven, namely: (a) affective reflective, which is an awareness of how we feel about how we look, think, act or habit of action, (b) discriminate reflectivity, which assess the strength of our perception, thinking, actions and habits of doing things, identify the causes factors, recognize the context of the reality in which we participate and identify our relationships within it, (c) judgmental reflectivity, i.e., become aware of the value in the assessment of our perceptions, thoughts, actions and habits, such as good and bad, happy not happy, (d) psychic reflectivity, i.e., recognizing habits in making decisions quickly, but on the basis of very limited information, (e) conceptual reflectivity, which is a reflection of the adequacy of the concepts used in assessment, (f) theoretical reflectivity, which is to realize that the habit of doing assessment hasty or inadequate conceptually, which is a set of Cultural psycho assumption that is considered correct, are inadequate when, compared with other perspectives that have more functional criteria.

In the perspective of reflective learning, Mezirow (1991:12; 2000:5) argues that learning is basically a process of interpretation of the use that has been owned for interpreting the meaning of a new interpretation or revised in order to direct the action to be performed. Thus, the learning process can be interpreted as an extension of an individual's ability to explain, schematize, validate and act on new experiences. The essence of this understanding is the meaning of the experience.

The process of interpretation of experience occurs through several stages, starting with a cursory observation (scanning), the interpretation of both presentational and proportioned and cognitive interpretation. The meaning is made either a perceptual or cognitive. The process of perceptual to cognitive meanings requires interpretation proportional and imaginative understanding. Proportional Interpretation will give coherence to new and old experiences through reflective assessment. The process is influenced by the perspective of the meaning which has already owned. Meaning perspective will provide encouragement, purpose and direction. Perspective is the meaning of expectations about the way things will happen and the circumstances of the basic

assumptions about how the world should proceed. This will be a reference in interpreting and evaluating the experience. Mezirow said:

"A meaning perspective is habitual set of expectations that constitutes an orienting perspective frame of reference that we use in projecting our symbolic models and that serves as a (usually tacit) belief system for thing and Evaluating interpret the meaning of experience. Each perspective consists of a number of schemes meaning of meaning, which is "the particular knowledge, beliefs, value Judgments, and feeling that Become articulated in an interpretation" (Mezirow, 1991: 42-44).

According to Mezirow (1991) this learning takes place through ten stages, namely:

- 1). Experiencing a confusing situation or dilemma,
- 2) conducting self-evaluation,
- 3) conducting a critical assessment of the psychological assumptions, socio culture and epistemic,
- 4) recognition that discontent and process of transformation experienced by others and they have the same experiences ,
- 5) exploration of alternatives to the roles, relationships and actions,
- 6) planning a series of actions,
- 7) acquisition of knowledge and skills to implement the plan,
- 8) experiment new roles,
- 9) building competence and confidence in new roles and relationships,
- 10) reintegration in life on the basis of a condition that is directed by a new perspective.

Based on this conceptual framework, the process of development of the study program will be conducted through stages as follow: posing the problems posing, exploration of perspective, experimentation and reflection or analysis of the strategies which is already used.. The process is done collectively in the form of community learning through informal and reflective learning process that takes place in the daily activities of the study program.

At first, we posed the problems of the study program to peer. The problems raised are considered strategic problem for the development of the study program. But this does not mean that only main problem. The problems of a technical nature, but it has a key role in the running of the study program, have to be solved. For example, disorder archiving, academic administration, delay completion of the work. The problem is then discussed among colleagues to find a solution. Forms of problem-solving implementation varies depending on the type of the problems. The main problems is carried out through meeting of study program, while the technical problems solved through informal interactions activity integrated in everyday life. In the final stage, the result of solving the problem, we evaluate and reflect to look at the constraints, and the results which have been achieved. The results of this activity are used as an input to make further improvements.

The process has been carried out in the leadership apparently effective in creating learning process among lectures both as individuals and organization. It can be seen from the informal discussions that take place in the study program. In daily life, a lot of peer discuss topics relating to the implementation of the academic activity, such as teaching materials, research, academic climate, policies, faculty, student activity, etc. In addition, it has been able to contribute to the development of the following areas.

2.1 Structuring expertise

Structuring the curriculum has direct implications for structuring expertise. By understanding the structure of early childhood education science, peers are expected to understand, realize and put yourself in the task structure and scientific development courses. I asked my colleague to select main areas of expertise that will be practiced, and support expertise to strengthen the development of areas of expertise. The process of structuring expertise conducted through the division of subjects areas according to their field and interest, relevance the suitability of areas of expertise, compliance with a core of scientific area and interest in self-development. The process is done through meeting of study program. At this meeting each lecture was asked to choose and take position in the area of scientific discipline of early childhood education. In this way they are expected to reflect the potential, personal development and the effort to realize it. The result of the activity is stated several peers as follows.

"Leadership in early childhood study program had been trying to divide the work assignment in accordance with the competencies of lecturer, both in teaching and managing student activities and lectures " (I.B).

The same thing was expressed by colleagues (N.R): "the leadership has led and coordinated both in terms of improving academic skills as well as affection.

The same thing is stated ted by the following peers (A.S).

".. the leadership provides open opportunities for lectures to develop themselves both inside and outside the campus. It can be seen from some friends who had the opportunity to attend a sandwich and short course abroad, as well as the opportunity to attend workshops in the country to improve the quality of the teachers in early childhood education study programs".

2.2 Development of academic culture

The academic culture developed by managing academic activities, and seminar. With this

management, it is expected the duties and functions of the study program can be optimized. The management was conducted by organizing and distributing academic activities/tasks, such as coordinating social service and field experience practices, laboratory activity, student activity. In addition, to perform tasks incidental, ad hoc committee was formed. The activity can provide managerial experience and teamwork. As stated by my colleague: U.S.

"... the leadership provides an opportunity for us to not only perform the function as teachers but also administrators so we can learn about the study program management. It delegated many tasks to other friends while providing guidance and direction so that these tasks can be completed optimally " "In addition, under the leadership, the study program has finished preparing for accreditation, proposal for professional development, teacher certification. Team work is working in a family atmosphere so that my friends in early childhood education study programs are also eager to do get the academic activity over

The other activity was seminar. It is intended to broaden perspective of the teachers about the science and practice of early childhood education. In addition, these activities are intended to provide a "shock" for developing cooperation, commitment and cohesiveness of peers. In the early stages of the activities carried out in the form of an international seminar. Meanwhile, the national cooperation carried out by means of collegial meetings and form associations of early childhood study program across Indonesia. Both of these activities seem to be able to provide initial touch and evoke a sense of "being and pride of self", that "we are here and we can". This condition is stretching the academic culture of colleagues in the study program. As noted of my college:

"As long as I am a member of study program, I got a lot of benefit primarily related to the establishment of academic and workplace climate (A.S)"

Based on observation of internal and external parties, in general, the leadership can contribute to the development of the study program. As noted by my colleagues as follows:

... this brings a positive effect for the whole study program, it is not only in increasing the sense of kinship but also improving productivity seen from the amount of research and dedication of lectures of the study program. In addition, collegiality among lectures of the study program on and off-campus activities makes the atmosphere more intimate and familial. I think the current leadership, is not only the Chairman of study program but also a father for young lecturers (A.S)

The achievement of the leadership of the study program as described above is not solely the role of leadership. Leadership is only instrument that facilitates self-development. I see that there are many other factors that support and contribute to the learning process, such as the potential and commitment of lectures, challenge existing task, the support of the environment / institution. This is in line with the findings of Lohman (2006) that informal learning is influenced by personal characteristics include: (a) initiative, (b) self- efficacy, (c) love of learning, (d) interest in the profession, (e) integrity; (f) outgoing personality; (g) teamwork ethic; (h) curiosity; and (i) open- mindedness.

It does not mean there are no obstacles or problems. In reality there were many obstacles, especially from internal study program. As noted by peers (I.B)

"... All this time it is still lacking in terms of communicating ideas to lectures. Lecturers still are not able to understand the message/ communication language", . so often misunderstanding of the task. "

In line with the above opinion, NH noted that: "... Some lecturers often can not understand particularly the flow of the thought even it was well-intentioned."

One of the factors that affect the condition is there was perception gap about the relationship of collegiality, and time constraints. In my mind, that relationship put equality and independence in decision making so in any - implementation decisions that have been taken no longer need detailed guidance. A lack of direction causes confusion or misunderstanding. Meanwhile, time Constraints affect the process of informal learning and collective decision-making. Many tasks to be completed within a very limited time, so no opportunity to discuss with the lectures. In addition, load of teaching activity reduce the frequency of informal interaction. This condition is consistent with the results of Lohman's study (2006) on informal learning in Information Technology found that the obstacles faced in the process of informal learning is the lack of time, lack of proximity to colleagues' work areas, unsupportive organizational culture, inaccessibility of others, lack of equipment and technology, and lack of meeting / woric space.

3. Conclusion

Based on description above, it can be concluded that the application of informal and reflective learning in leadership of study program can develop the scientific foundations and academic culture. This is evidenced by the development in some of the following areas.

- a. An understanding of the structure of science . early childhood education, and reposition of lectures by themselves in areas of expertise. At this time, they already have the direction of scientific development in a more clear and organized. Research and other scientific work carried out in the frame of early childhood education.
- b. There is spirit for self-development through further study, community service and research, and promotions. Some lecturers have started designing for further studies (S3). Number of proposals and research increase.
- c. Culture of cooperation and cohesiveness among academic staff increased. This is reflected in the implementation of Tri Dharma and in everyday interactions where there is no conflict between friends, help each other to
 . overcome difficulties and problems, open to peers.

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