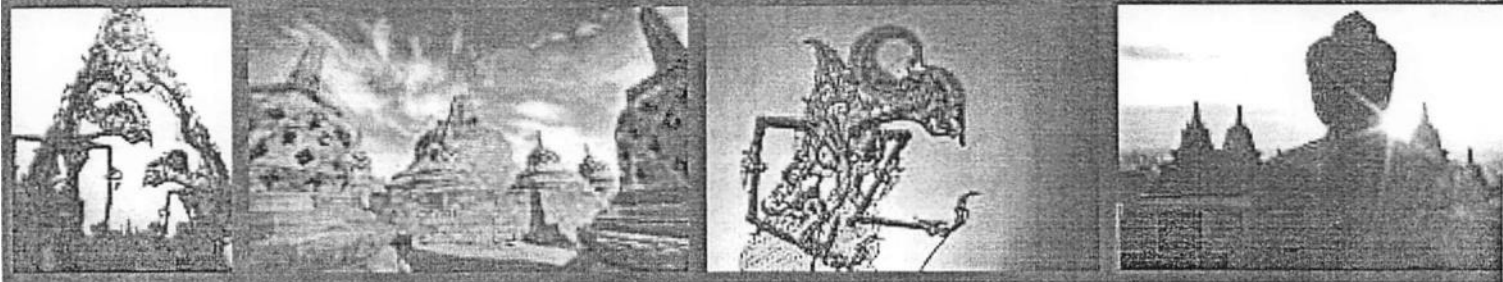


FACULTY OF EDUCATION & GRADUATE SCHOOL
YOGYAKARTA STATE UNIVERSITY, INDONESIA



in collaboration with

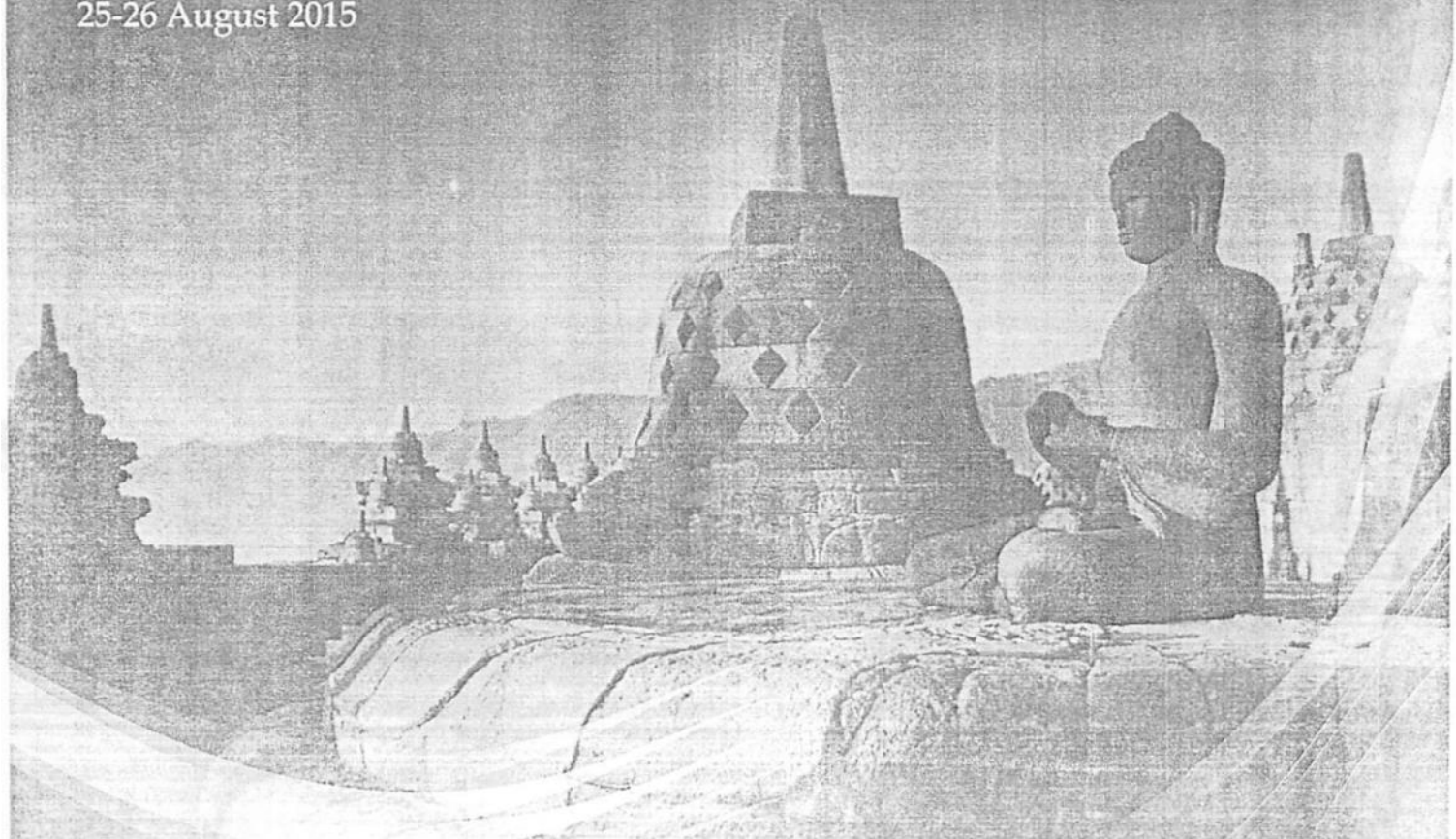
FACULTI PENDIDIKAN
UNIVERSITI KERANGSAAN MALAYSIA



PROCEEDING

2nd International Conference on Current Issues in Education (ICCIE)

Yogyakarta State University, INDONESIA
25-26 August 2015



Proceeding

2nd International Conference on Current Issues in Education (ICCIE)

Publishing Institute
Yogyakarta State University

Director of Publication
Dr. Dwi Siswoyo

Chief Editor
Dr. Siti Irene Astuti Dwiningrum

Board of Reviewers Prof. Dr. Achmad Dardiri Dr. Suwarjo
Prof. Madya Dato Abdul Razaq Ahmad, Ph.D.
Dr. Mohd. Mahzan Awang Prof. Dr. Yoyon Suryono, M.S.
Prof. Dr. Farida Hanum, M.Si.
Dr. Ali Mustadi, M.Pd.
Dr. Udik Budi Wibowo, M.Pd.
Dr. Sugeng Bayu Wahyono, M.Si Prof. Dr. Suparno, M.Pd.
Yulia Ayriza, Ph.D., M.Si.

Editors
Suhaini M. Saleh, M.A.
Sudiyono, M.A.
Titik Sudartinah, M.A.

Lay Out
Rohmat Purwoko Syarief Fajaruddin

Administrator Pramusinta Putri Dewanti

Address
Graduate School, Yogyakarta State University ISSN: 2460-7185
@2015 Yogyakarta State University

All right reserved. No part of this publication may be reproduced without the prior written permission of Yogyakarta State University

All articles in the proceeding of International Conference on Current Issues in Education (ICCIE) 2012 are not the official opinions and standings of editors. Contents and consequences resulted from the articles are sole responsibilities of individual writers.

Foreword of the Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the 2nd International Conference on Current Issues in Education (ICCIE) 2015, especially the invited speakers:

1. Assoc. Prof. Benjamin Wadham (School of Education, Flinders University, Australia),
2. Assoc. Prof. Dr. Ratchaneekorn Tongsookdee (Faculty of Education, Chiang Mai University, Thailand),
3. Dr. Mohd. Mahzan Awang (Faculty of Education, the National University of Malaysia), and
4. Dr. Sugito, M.A. (Faculty of Education, Yogyakarta State University).

We are honored to conduct this conference and to give you the opportunities to join in the most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we believe that you will experience a lengthy and prideful 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 very important in our global and changing society. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The papers in this proceeding present many topics, perspectives, and methodology that stimulate debates and dialogues, so that this proceeding is resourceful for scholars and researchers who are interested in the current issues in education.

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

Yogyakarta, 25 August 2015

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

Foreword of the Chairperson

This international conference invites all participants who are concerned with current issues in education. The 2nd International Conference on Current Issues in Education (ICCIE) 2015 is held at Yogyakarta State University, Indonesia on 25 - 27 August 2015. The Conference is held by Faculty of Education and Graduate School of Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in our history, the crises through which we have passed have greatly influenced educational thought and practices. Education does not only imply discipline of thinking, but also a passion for creativity. Education, as Dewey often pointed out, is not the preparation for life, but it represents the continuous changes and process of life. There are a number of issues on education arising, whether classical issues, contemporary, or the current ones. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Dialogues held in this conference are expected to achieve the fusion of horizon of meaning which opens and challenges further dialogues in the future. Bringing nine main subthemes, i.e. Strategic Policy for Quality and Equity of Education, Community Empowerment in Mixed Society, Best Practices on Contextual Inclusive Education, Learning in a Digitized Society, Politics of Education toward Quality and Equality in School, The Improvement of Unity and Diversity in Teaching Learning Process in Primary Education, Holistic Integrative Education Approach for Early Childhood Education, Multicultural Counseling for Empowering Society, and Sociocultural and Religious Capital in Education, the conference attracts many participants who are willing to share their thoughts and experiences.

We would like to deliver our highest appreciation to Prof. Dr. Rochmat Wahab, M. Pd, MA., the Rector of Yogyakarta State University (YSU), the Dean of Faculty of Education YSU and the Director of Graduate School YSU for their support. Special thanks are also given to the invited speakers, and parallel session presenters, for spending time to share academically. They have contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

I hope this conference can give valuable contributions to find out the solutions for the problems in education.

Yogyakarta, 25 August 2015
Chairperson

Dr. Dwi Siswoyo, M. Hum

Table of Contents

Foreword of the Rector	i
Foreword of the Director	ii
Table of Contents	iii
Invited Speakers	
Education for A Globalising World: From Australia to Indonesia and Beyond <i>Ben Wadham</i>	1
Quality of Education in Malaysia: A Sociological Perspective <i>Moltd Maltzan Awang</i>	10
Teacher Preparation for Better Multicultural and Inclusive Classrooms <i>Ratchaneekorn Tongsookdee</i>	16
The Role of non Formal Education: Expectation and Challenge <i>Sugito</i>	21
Paralel Session Speakers	
I. Sub Themes:	
- Strategic Policy for Quality and Equity of Education	
- Politics of Education toward quality and equity in School	
Multicultural Education in the Perspective of Teachers and Students in High School in Yogyakarta, Indonesia <i>Achmad Dardiri, Siti Irene Astuti Dwiningrum, Zamroni</i>	25
Identifying Level of Historical Consciousness of College Students of History Education in Terms of Ethnicity, Especially Javanese and Minangkabau <i>Aisiah, Sumarno</i>	30
Strategies to Prevent Students Violence in Education Service of Yogyakarta City <i>Ariefa Efaningrum</i>	38
Developing Academic Culture of The Students of Junior High School 3 Jetis Bantul <i>Arif Rohman, Farida Hanum, Dwi Siswoyo</i>	43
Quality and Quantity of Preparing Students Dignified Lesson Study Approach <i>Arina Res/i an</i>	50
Educational Languages for Foreign Learners: Equal Classroom Integration for Equal Quality of Education <i>Dominique Savio Nsengiyumva</i>	56
Political Education Role in Primary School in Improving Social Knowledge and Human Resources <i>Emy Yunita Rahma Pratiwi</i>	62
Thinking Skills Framework for Constructivist Instruction in Literature Class to Meet the Needs of Inclusive and Differentiated Classroom <i>Eunice IV. Setyaningtyas</i>	68
Addressing the Delinquency Problem among Teenagers: Psychological and Educationial Perspectives <i>Fariduh Saleh, Zurina AhmadSaidi</i>	74

THE ROLE OF NON FORMAL EDUCATION: EXPECTATION AND CHALLENGE

Sugito

Department of Non Formal Education Faculty of Education, Yogyakarta State
University sugito@uny.ac.id

1. Introduction

A quarter-century ago UNSCO has declared the importance of education for all citizens, both children and adults. It is intended for all citizens to enjoy life properly and could participate in their life. As it is stated in the declaration that:

Every person-child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools ... and the basic learning content ... required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time (World Declaration on Education For All, 1990, article 1)

In order to know the progress and results of the agenda, annually UNESCO does monitoring to the implementation and achievement of objective. In its report 2015 objectives has not yet been achieved. In the report stated that there is still a lot of inequality between rich and poor countries. In detail, the result is as follows.

There are still 58 million children out of school globally and around 100 million children who do not complete primary education. Inequality in education has increased, with the poorest and most disadvantaged shouldering the heaviest burden. The world's poorest children are four times more likely not to go to school than the world's richest children, and five times more likely not to complete primary school (Education For All, 2000-2015: Achievement and Challenge, 2015)

Formal education which has been a priority of government could not be able to overcome this problem. On the one hand, the school system that are closed, inflexible, could not allow people to return to school, and will not be able to reach groups of people who are outside the school system, on the other hand. Therefore, non-formal education has a central role in solving the problem.

This paper will discuss the role of non-formal education, the problems of non-formal education, and some alternative ideas to solve the problems.

2. Dynamics of Non-Formal Education Role

The role of non-formal education in community development is present much earlier than formal education. Non-formal education has already existed before school educational institutions were born. At that time, non-formal education has a role in developing community. The programs vary according to the conditions and needs of the community, but in general it relates to the development of the ability to read and write, basic knowledge, life skill and ability to participate in community development. In Indonesia, for example, in the early years after independence, non-formal education program plays a central role in the improving the ability of citizens to develop their self and community.

The attention of international community to non-formal education had began and strengthened since Coombs and Ahmed (1973) published the results of their study on non-formal education in his book entitled *New Paths to Learning*. He saw that the community development in poor countries faced problems, and education is an important part of the problem. In order children and youth to participate fully in adult life, they need to be equipped with a minimum knowledge and skill which is valuable to develop their ability to participate fully in adult life. The minimum learning needs are (a) positive attitudes toward cooperation with and help to one's family, fellow, work, community and national development, (b) functional literacy and numeracy, (c) a scientific outlook and elementary understanding of process of nature, (d) functional knowledge and skill for raising a family and operating household, (e) functional knowledge and skill for earning living, (f) functional knowledge and skill for civic participation.

Coombs and Ahmed (1973) put non-formal education in the context of learning, regardless where, when, how learning occurs. Therefore, learning can take place in a formal, non-formal and informal setting which are the three of settings are interrelated and complementary. In the context of these relation, Rogers (2010) saw that non-formal education could play three roles, namely: (a)

complementary to the system. It give opportunity to people to obtain education the same as or equivalent to formal education, (b) supplementary to formal education. It provides programs that were in addition to what was provided in formal education. It does not necessary relate to program or content of formal education. It can be something new. (c) alternative to formal education. It provides programs which cannot be provided by formal education, and has specific purposes. Usually, it leads to alternative qualifications.

The attention to nonformal education has significantly decreased since the late 1980s, when the international community increased its focus on schooling as a dominant means of learning (Yasunaga, 2014), even after the Jomtien Declaration in 1990 more attention given to formal education (Hoppers, 2006). Along with the development of capitalism that put the school as the main supplier of labor, the role of non-formal education has declined. At that time the government and people gave trust so greatly to the school. This is due to people perceived the school can assure the welfare as a result of the education process that has been taken. But the dominance of the schools could not able to meet the needs of the community, and even create new problems, Illih mention that it was a cause new problem for the community, the school makes new dependencies, and does not develop the creativity. More sharpened, Freire saw that the school has done oppression in the education process, which result in the death of creativity and cultural silence. The school has made dehumanization

After the Dakar Declaration in 2000, international attention to non-formal education began to emerge (Hoppers, 2006), due mainly to the following recognition:

- a. Multiple types of non-formal education exist which can be adapted for specific learning needs of individuals and populations in different conditions, non-formal education's elastic, and contextspecific approaches are appropriate and useful in fulfilling the right to education of the marginalised and those populations with special learning needs
- b. Along with formal and informal learning, non-formal education constitutes an integral part of lifelong learning towards which many countries are shifting their policy focuses.
- c. The innovative nature of non-formal education to develop human capabilities, improve social cohesion and to create responsible future citizens has increasingly been recognised
- d. There have emerged heightened individual and societal expectations of the positive
- e. impact of non-formal education on economic productivity.

The presence of non-formal education is increasingly needed along with social change

towards a knowledge-based society. In the knowledge based society knowledge is becoming the main source of the wealth of nations, economies and people, but it can also become the main factor of inequality. It is the human capacity to create and use knowledge effectively and intelligently, on a continually changing basis, that counts most. To develop this capacity to the full, people need to want and to be able to take their lives into their own hands-to become, in short, active citizens. Education and training throughout life is the best way for everyone to meet the challenge of change. (Mirceva, Jasmina)

2.1 Misorientation.

During this time the non-formal education more emphasis on developing skills that fit with work world, in Habermas's language, included in the category of instrumental knowledge. This knowledge will not be able to develop the ability of self-learning and self-transformation. It will trap people evolve toward a rational analytical thinking which led to anti-ecological attitudes, patriarchal, exploitative, and competitive.

2.2 Crisis of trust

Even though there is a tendency increasingly stronger attention to non-formal education, but in fact there are still many people who have little or no trust in the non-formal education. This is due to there is no recognition of the output of non-formal education. People still look down on the quality of non-formal education or less qualified. This has implications for the use of the results of education into the world of work and further education

2.3 The second class or subordinate in the national education system

In the context of the national education system, yet all the government pay full attention to the existence of non-formal education. This is reflected in the number of government budget spent in the field of non-formal education. As an illustration, can be presented the total budget of developed and developing countries. In Austria he major part is borne by the public employment service (38%) followed by the private sector enterprises (30%), and by the individuals (20%). Public sources from governments are the smaller part of 12% (Vogtenhuber, Stefan, dkk). Sementara itu di Mali, In 2004, non-formal education received 0.7% of the current expenditure of the educational sector, with levels no higher during previous years (Frederique Weyera, 2009). In Indonesia, While the Constitution requires that 20 percent of the National Budget Plan (Anggaran Pendapatan Belanja Negara, or APBN) be allocated for education, the national education budget decreased from 7.39 percent in 1999 to 4.57 percent in 2005, for an

average of five percent in each of those years (DBE3,2006).

3. Alternative Solution

In order to optimize the role of non-formal education to face the challenge and solve the problems encountered, we should make changes as follows.

3.1 Changes in orientation

Excessive emphasis on mechanical skills has given risen a hedonistic, materialistic life. People simply pursuing the satisfaction of the outward- biological (*to have*) and set aside the humanitarian needs which are more essential (*to be*). It has resulted in inequality of life of individuals and society. Alienation, emptiness of the soul, the erosion of social life are some examples of these problems. Therefore it needs a new orientation. Non-formal education should be aimed at the development of individual and community life in accordance with human dignity. Material aspect only serves as a means to realize the essence of humanity. Jarvis (2007, p.95) says that societies function by application of knowledge must be learning societies,.... society that places learning at the heart of its culture is a process-oriented society, and in sense, since it involves human processes, it should be a humanistic society.

3.2 Recognition of learning outcomes

This strategy has been done by several countries, such as Australia, Indonesia, and members of the OECD. There are two main reasons for the importance of the recognition, namely: *First*, non formal education outcomes have value in the formal lifelong learning system. If recognised, they may motivate people to return to formal learning. *Second*, non-formal education outcomes also have potential value on the labour market. If knowledge, skills and competences, irrespective of how they have been acquired, are more visible, market mechanisms may function more effectively (Werquin, 2010). But keep in mind that this recognition should not put too much emphasis on the achievement of learning outcomes. It should be balanced with an assessment of the learning process.

3.3 Political will

Countries that signed the Declaration should have a political obligation to put the non-formal education parallel to and as integral part of the national education system. We should encourage the government to realize this political will into various regulations, policies and implementation.

4. Closing Remarks

We will always face new challenges and problems. Formal education could not be able to

overcome all the problems and facing the challenges faced by society. Its characteristic limit the role which can be played. Therefore, non- formal education has a role parallel to formal education role in building the nation. This role continues to change and evolve in accordance with the dynamics of the development of community.

REFERENCES

- [1] Coombs, Philip H and Ahmed Manzoor (1973). *New Paths to Learning*. USA: International Council for Educational Development
- [2] DBE3 (2006) *Analysis of The Current Situation of Non Formal Education in Indonesia*.
- [3] Hooper, Wim (2006). *Non Formal Education and Basic Education Reform: A Conceptual Review*. Paris: International Institute for Education Planning
- [4] Frederique Weyera (2009). Non-formal education, out-of-school learning needs and employment opportunities: evidence from Mali. *Compare: A Journal of Comparative and International Education* Vol. 39, No. 2, March 2009,249-262
- [5] Jarvis, Peter (2007). *Globalisation, Lifelong Learning and Learning Society*. London: Routledge
- [6] Mirceva, Jasmina (). *The Role of Education in the European Knowledge Based Society* Slovenian Institute for Adult Education Workpackage 10. Available at: http://arhiv.acs.si/porocila/INCLUD-ED_Report_4.pdf. Accessed on August 16th 2015.
- [7] Rogers, Alan (2004). *Non Formal Education: Flexible Schooling or Participatory Education*. Hongkong: Kluwer Academic Publisher.
- [8] UNESCO (2015). *Education For ALL, 2000-20150: Achievement and Challenge*. France: Unesco Publishing
- [9] Vogtenhuber, Stefan; Lassnigg, Lorenz; Wagner, Elfriede. () (*Financing, support and participation in further learning in Austria-a comparative perspective*; Institute for Advanced Studies (IHS), Vienna, Austria, Available at: vetnet.mixxt.org/networks), accessed on August 10th 2015.
- [10] Werquin, Patrick (2010). *Recognising Non- Formal and Informal Learning: Outcomes. Policies and Practice*. OECD
- [11] Yasunaga, Mari (2014) *Non-Formal Education . Is A Means to Meet Learning Needs of Out of School Children and Adolescent*. UNESCO