

TRANSFORMASI PENDIDIKAN KE ARAH PENDIDIKAN BERTARAF DUNIA

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NON-FORMAL EDUCATION AND POVERTY REDUCTION IN RURAL AREA (DEVELOPMENT OF LIFE SKILL EDUCATION MODEL PROGRAM APPROACH) IN THE PROVINCE OF DAERAH ISTIMEWA YOGYAKARTA

Yoyon Suryono, Sumarno & Entoh Tohani

Introduction

Poor society is a group of people who lack or do not have access to the existing resources in the society or other opportunities so that they could not develop themselves and their life optimally. They have limitation in using various resources to lift their quality of life, for example no jobs, lack of venture capital, low access to communication means, involving themselves in the community organization, etc.

Individual group or society become poor which can be seen from three dimensions, which also become the causes of the emergence of poverty phenomenon. The first dimension is poverty caused by certain individual, group or society own value, laziness, undisciplined, wasteful, non achievement-oriented, etc. This poverty is called cultural poverty. The second dimension is the poverty caused by certain social structure which limit the individual to achieve improvement. This poverty causes what so called structural poverty. The last dimension is poverty caused by environment which does not allow the people to improve themselves such as geographical location of remote area, critical land, and hinterland.

To overcome the poverty problems, it needs to overcome the other problems such as unemployment, famine, social conflicts, and environmental destruction. The efforts to lift up the poor society can be done by providing entrepreneurial trainings, developing the role of local organization, developing the role of the community leaders, creating new working field, offering provision of capital, and policies which are pro-the poor.

The development of non-formal education always related to the efforts of poverty reduction in rural area, one of them is through life skill education of limitedly through vocational education (Coombs & Ahmed, 1985). Within certain limit, life skill education has shown its role in overcoming the poverty in the rural area despite some shortcomings especially in terms of program planning and implementation (Yoyon Suryono, 2009). The life skill education in three regions which are Bantul, Gunung Kidul, and Kulon Progo has shown that it played role in decreasing the level of poverty in rural area for about 3-6% of the total participant of life skill education program conducted in those three regions.

To develop the life skill education program as one of the form of non formal education, it requires more research and development of various models of life skill education program so as to make contribution to reduce the poverty in the rural area. This research was conducted to fulfill the need of enriching the availability of various models of life skill education program and to provide insights into the development of non formal education in order to reduce poverty.

Literary Review

Life skill is a skill possessed by someone who has courage to face the problems of life and the life itself with reasonable manner, without anxiety, depression, and then proactively and creatively searching and finding solutions so that finally he can overcome the problem in order to realize a prosperous life (Anwar, 2004). Life skill need to be mastered by every member of the society in facing the challenge of life change which is full of tight competition to fulfill the needs of life.

A model of life skill which is recently developed is life skill model of 4-H (head, hand, heart, and health). This life skill model was first developed by Ohio University, USA. Basically, this model was developed on the basis of the understanding that human being will be able to overcome the problems of life and to fulfill the needs of life when one or all components among the ability to think, ability to work, and ability to manage the soul and quality of health are not in the expected condition.

Life skill model of 4-H is described as follow:

Table 1. Description of 4-H Life Skill

LIFE SKILL	COMPETENCE
HEAD Knowledge, reasoning, creativity	THINK: creating ideas, making decision, seeking explanation MANAGEMENT: using the resources to achieve the goals
HEART Personal, social	RELATIONSHIP: building beneficial communication for all parties, CARING: understanding, kindness, and affection towards others.
HANDS Vocational, citizenship	GIVING, providing, making WORKING, trying, generating income
HEALTH Physical	HEALTHY LIFE STYLE, action, behavior SELFHOOD, personal development, self-actualization

Related to the explanation above, life skill needs to be formed and developed through educational process known as life skill education. Life skill education is efforts to improve the skills, knowledge, attitude, and abilities which enable the people to learn to live independently. The implementation of life skill education is based on the four pillars principles, i.e. learning to know, learning to learn, learning to be, and learning to live together.

The implementation of life skill education should be conducted with proper management of planning, planning, and evaluation (Sumarno, 2002). At the level of learning, the characteristics of life skill learning are (1) the process of identifying the needs of study, (2) the process of awakening to learn together, (3) the alignment of learning activities for self-actualization, learning, working independently, working together, (4) process of mastering the skills of personal, social, vocational, academic, managerial, and entrepreneurial, (5) process of giving experience to do the proper work and creating qualified product, (6) process of mutual learning from the expert, (7) process of competence assessment, (8) technical assistance to work together (MOEC, 2003). Thus, the life skill education program needs to be conducted by a professional management and possess the critical and creative thinking to ease the efforts of overcoming the problems faced in the management of life skill education program.

Research Method

This research applies the research approach and development which aim to develop the model of life skill in orderto reduce poverty in the rural area. This research wasconducted in two locations i.e. Kulon Progo Region and Gunung Kidul Region of Daerah istimewa Yogyakarta Province, by taking two life skill education programs as the research focus i.e. Rural Enterpreneurship Course of rabbit breeding in PKBM Ngudi Kapinteran, Semanu, Gunung Kudul; and Urban Enterpreurship Course of hairdressing in SKB Kulon Progo. Both programs are aimed porpositively. The data collection are done by interview, questionnaire, and documentation. While the data analysis is done using qualitative and quantitative analysis.

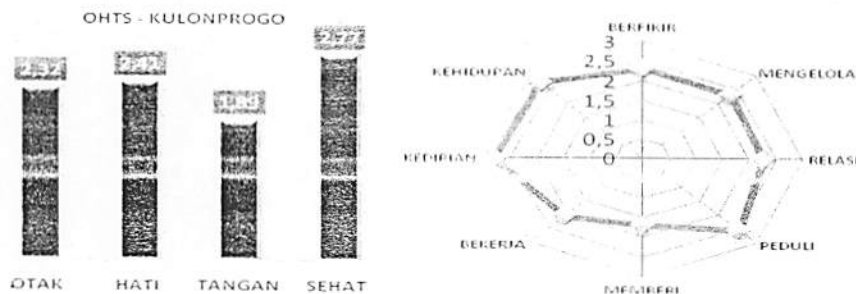
Research Results

This research aims to get a picture of life skill model which can be produced and further can be developed to improve the quality of non formal education. The development of life skill education model can be done in two phases: first, the research on the needs of life skill experienced by the target group, and the second is based on the findings, the development of the life skill education model. In this research, those two aspects become one. The descriptions of the research result are presented as follow:

Identification of Life Skill Education Needs

The development of life skill education conducted firstly by doing the needs assessment of life skills possessed by the target group. The needs assessment is explained as an activity of collecting, identifying, analyzing, and concluding informations which describe a gap between what to achieve and what is possessed. This information is important as a foundation to determine the appropriate and useful treatment to solve the problems/gap.

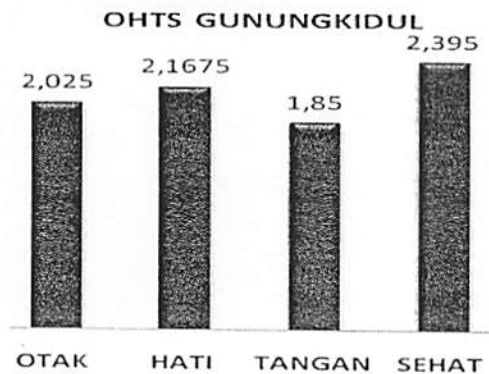
The process of life skill needs assessment on both groups is done by asking every member of the groups to fill out a questionnaire. The needs of life skill education refer to the idea of 4-H life skill (Head, Hand, Heart, dan Health). Head/ brain includes the ability of thinking and managing heart includes the ability to build a relationship/ cooperation, hand includes the ability of giving and creating, and health includes the ability to know the self and the ability to be healthy. The main focus of information assessment through questionnaire and interview is to know the profile of each study group related to the possession of life skill.



Graphic1. The Needs profile of LS 4-H KWK TKR

Graphic 1 above shows that the participants of study group (KWK TKR) need the life skill education which is the life skill aspect related to the hand aspect i.e. working aspect and skills in the context of giving benefit to others. In the measurement scale of 0 – 3, it is seen that this skill aspect is lower than the aspect related to head, heart, and health.

While the profile of the participant on the life skill education program KWD shows the similar thing. Graphic 2 shows the information that the life skill possessed by the participant still needs some improvement on the hand aspect that is to work and to give, head aspect i.e. to think and health aspect that is to build a relationship. Therefore, it can be understood that on the participants of both program being observed, the improvement of the life skills related to the ability to work and to give need to be developed.



Graphic 2. The needs profile of LS 4-H KWD rabbit breeding

Based on Graphic 1 and 2 about the life skill possessed by the target group, it can be concluded that the participants of both programs have a low understanding of hand aspect of life skill. The ability to work and to give benefit to others has not yet optimally possessed. This condition shows that there is a need of education in order to improve the 4-H aspect, particularly hand aspect.

Development of Life Skill Education Model

This development process is conducted gradually following the steps of the research and development. The details of each development stage and the result achieved are as follow:

a) Assessment

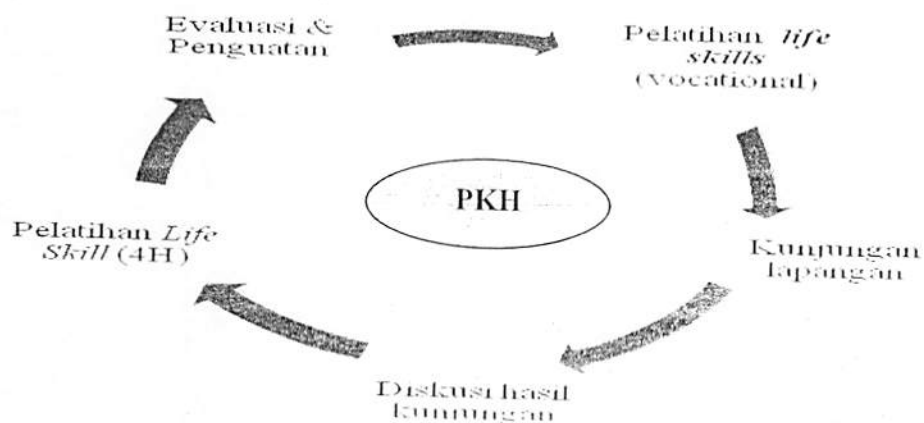
The first step of this research is assessment to various resources of life skill studies and studies on the implementation of non formal education. The studies resulted in the understanding of life skill which can be developed i.e. 4-H (*head, hands, heart, and health*) and life skill model developed by Ministry of National Education. While the study on the implementation of Non-formal Education in the society produce information on the implementation of a range of non formal education programs held by the society or educational organization such as KWD and KWK. The study is also done to know the learning process that was held by PKH program so far, and then formulate the learning design which will be conducted in this research.

b) Formulation of the Model

Based on the study in the first stage above (1), then the life skill education model and its learning model can be implemented. The life skill model formulated is the life skill model developed by the university of Ohio United States of America i.e. 4-H model (*Head, Hand, Heart, dan Health*). The selection of 4-H Model is based on the thought that so far this model has not been developed in the developing country including Indonesia and has innovation aspect where 4-H life skill shows that an individu in meeting his need of life should develop his various potentials and capacities. A qualified human being is someone who has the ability to develop all his potential i.e. though, feeling, skill, and his body to overcome the problem of life and his own life and to provide benefits to the welfare of his family and the society.

Based on the result of the life skill material which will be developed and the implementation of experiential based learning (Fenwich, Tara J., 2001), this research formulated a 4 –H life skill model as illustrated in picture 3. The cycle of life skill education which is developed includes:

1. The implementation of life skill education oriented to the mastery of skill that caters to complete or perform work (vocational).
2. Field visit. After the vocational learning process was done, the target groups of the life skill education are invited or introduced to the field directly by providing experiences in the daily practice related to the vocational skill or other life skills.
3. Discussion of the result of the field visit. The target groups of the life skill education are asked to reflect and share knowledge and insight to other learners in a discussion forum based on the spirit of togetherness.
4. 4-H life skill training. Based on the focused discussion, the training of life skill will be done. The life skill model which is developed is the 4-H life skill model. Pelatihan kecakapan hidup 4-H (*Head, Hand, Heart, and Health*).
5. Empowerment and reflection. This last stage is meant to find out the effectiveness of the training result given related to the mastery of life skills trained



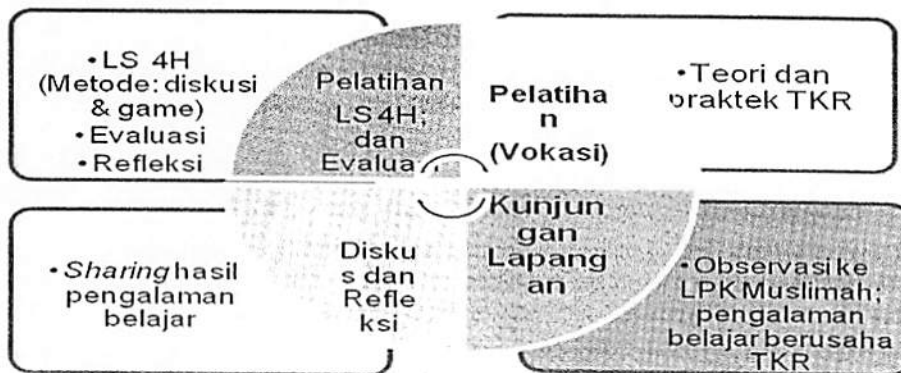
Graphic 3. 4-H life skill education model

The life skill education formulated above before it is tested, it is discussed further first by the non-formal education experts and the education experts in general to analyze the validity and properness of a focused discussion

c) Limited test of life skill education

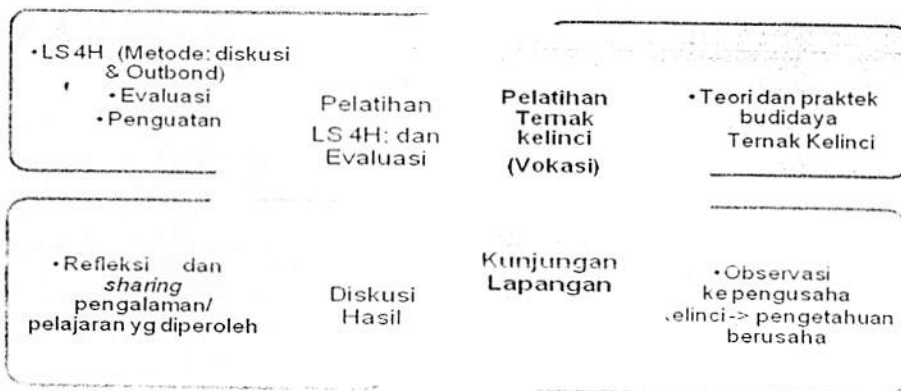
Life skill education model explained above, in this research will be tested limitedly to the participants following the life skill education program i.e. KWK hairdressing in SKB Kulon Progo and KWD in PKBM Ngudi Kapinteran Semanu Gunung Kidul. The selection of those two programs is based on the availability of resources in carrying out this research and also the result study of those two programs.

The implementation of the limited test on the KWK TKR program is described briefly as follows:



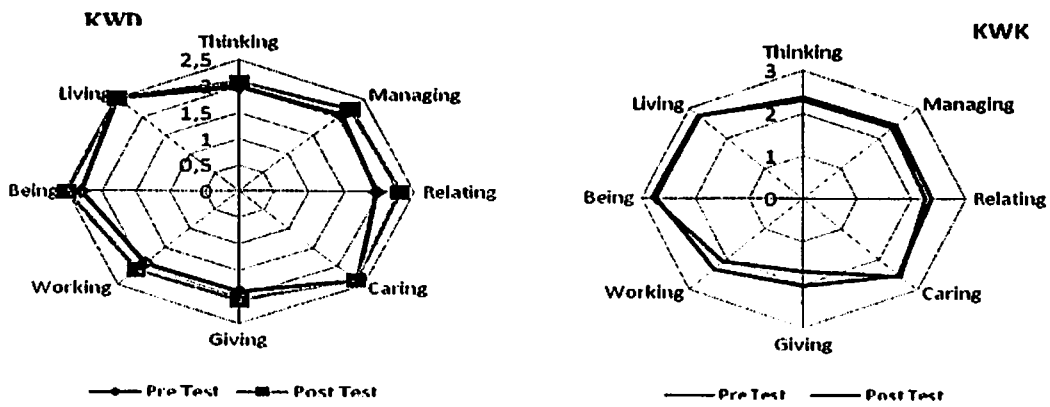
Graphic 4. 4-H life skill model on KWK TKR

While the implementation of the development of life skill education which is conducted in the rabbit breeding program of KWH is illustrated as follow:



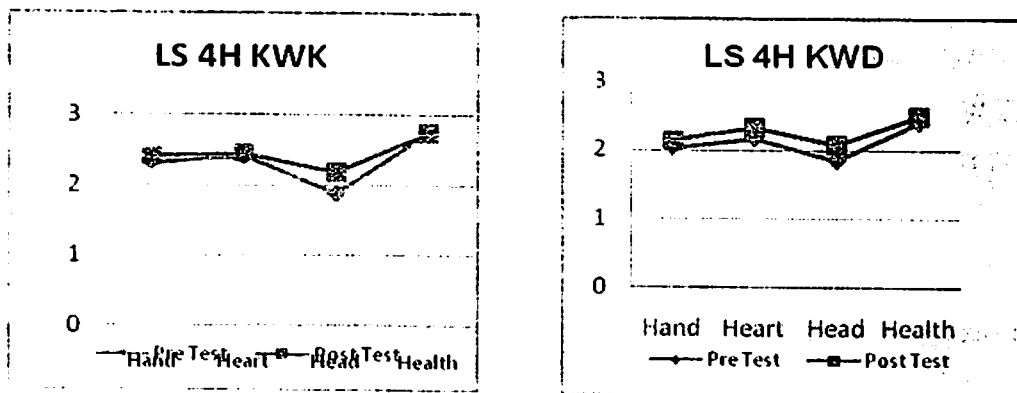
Graphic 5. 4-H life skill education in KWD Rabbit

The development of the 4-H life skill education model seems to be able to increase the knowledge or learning skill of the learners (output). This is seen from the changing behavior of the life skill education participants where the assessment result of the post-training on each program to which the 4-H life skill education model is implemented shows that the participant learned positive behavior after participating in the program compared to before they join this 4-H life skill education model.



Graphic 6. The learning result of 4H 8 Aspects

The behavior changes can be seen from the 4-H aspects which are explained into 8 indicators of 4-H life skill as a whole and are described in the graphic 6. On the KWD program of rabbit breeding, the positive behavior change is more on the head, heart, and hands aspect, while in the KWK TKR the significant changes are on the hands and heart aspects. While the behavior changes of the participant seen from the entire 4-H are generally shown by the graphic 7. It appears that the improving learning outputs can be achieved by both groups. Thus, it might indicate that the developed life skill education can provide significant meaning for the quality development of the non formal education program.



Graphic 7. Output 4H Life Skill Education Model

Discussion

Based on the result of the research and development of the 4-H life skill education model, there are some points related to the effectiveness of the development: first, understanding of the needs of the target group is crucial to begin the development activity. The objective need is not easy to understand so that the accuracy and integrity in analyzing the characteristics of the target group should be done precisely using effective, efficient, and useful methods. This is supported by the diversity of life skills on the target groups of this research. Second, the formation of one of the life skills needs a variety of learning experiences appropriate with the resources possessed. Various learning experiences will make it possible for any individual to understand easily the new and necessary result, and to link the experiences and even to reconstruct the experiences/ knowledge owned before with the new ones. The learning experiences should be based on the characteristics of the target group and the formation of life skill required. The importance of varied learning experiences, supported by the findings that the learning method which has been prepared will make it easier for the development target to understand the life skill education materials.

Third, directly related to the learning experiences is the readiness and the motivation of the participants. Motivation as one of the aspects which drives someone to do an activity should be raised early in the implementation of life skill education. The low motivation brings negative influence towards the achievement of the learning goals. The information obtained show that there is a difference learning motivation between both programs. For example, in the KWD rabbit breeding the enthusiasm of the participants in the discussion process is low, and definitely the inactiveness of the participants is caused by many factors such as lack of knowledge on the lesson taught, psychological factor, perception differences, and even by the condition of learning environment. Therefore, the improvement of motivation should be done carefully by giving positive values since the beginning, developing the awareness to be success and to love learning and knowledge.

Fourth, the ability of the participant is relatively various in the aspect of academic. The easiness in the lesson mastery is determined by the readiness and the ability of the participants. In the implementation of the life skill education program, there is found a reality which illustrates that cognitive heterogeneity of the participants influence the learning goal achievement. The participants still find difficulties in understanding the learning materials especially a theoretical/ conceptual material. It shows that learning method which eases the participants to understand the theoretical learning materials is needed.

Fifth, the continuity of the application of the knowledge, skill, and attitude of the graduates of the life skills education program should be well prepared. The not-readiness or worries of the graduates to do a new job in which the constraints and success cannot be known exactly should be developed so that the initial expectation to form productive behavior of working can come true.

Sixth, the support from many parties in the efforts to create human beings who are able to create new jobs need to be done. The information obtained show that to start a new job it needs relatively big funding so that the availability of facility in a form of venture capital is needed. With working partner, the possibility to get capital facility will be available. Similarly, the assistance for the graduates of the life skill education program in applying the knowledge and skill is needed considering the experience of the graduates in working is not yet optimal so that it needs good assistance technically or substantially. Assistance is considered necessary because on both programs developed the activities are less structured, in which there is only one informal consultation opportunity provided.

The last one, in order to accelerate the success of the efforts, the formation of business group is necessarily needed. Individuals through business group will be easily developing the his business because it ensures the exchange of useful experiences/ knowledge. The group will become a media to access the opportunity which can be used as well to strengthen the business existence. Information obtained shows that only in the KWD rabbit breeding the participants form a rabbit breeder group. The

establishment of the group is aimed to strengthen the capital position in which if the capital is given directly to the individual, it is considered small. The establishment of the business group should be considered carefully and the commitment of the members to cooperate should be developed since the beginning of the program.

Conclusion and Suggestions

Based on the result of the research, the activities of research and development of 4-H life skill model are possible to be done. The 4-H life skill education model is a series of activities including training of vocational, field observation, discussion and reflection, training of 4-H life skill, and assessment and empowerment. This model is developed into two target group with the focus on the development of life skill based on the information gathered from the stages of life skill needs on each group. The result of the evaluation of 4-H life skill education model development activities seem that it can improve the learning output where there are improvement of knowledge/ understanding or life skill on each group.

Therefore, based on the findings above, the research and development of 4-H life skill model is seen as an effective and useful effort or mechanism for the development of various life skills possessed by individuals or society so that they can overcome various problems of life, especially to break away from poverty. It is expected that the model produced can be reference in the empowerment of poor society to improve the people's quality of life.

Suggestions

Based on the result and conclusion above, some constructive suggestions can be drawn in the efforts of life skill education development as follow:

1. The development of 4-H life skill education model in this limited trial needs to be developed further considering the result have not been widely applied as a model that can be implemented in public.
2. The development of 4-H life skill education model allows the program to be done continuously because the result from the first stage of development is still an early pilot program which has not been able to develop the life skill in a more detailed and focused way in every aspect of life skill education model. Thus, the assessment of the aspects of the program needs to be dig deeper and in the multi-disciplinary perspective.
3. The development of learning activities for the sake of giving learning experiences which can ease the target group to learn and master various life skills requires a sufficient facilities and resources. Therefore, establishing a mutual and sustainable cooperation with related stakeholders such as government, organization, businessmen, and society is needed.
4. The motivation and awareness improvement of useful life skill should be embedded to the target group candidate before the life skill education is held to ensure the development and improvement of the spirit of success.

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