Policy Reform of Nonformal Education to Improve the Labor Market and Lives of Business Entrepreneurs:

Perspective of local autonomy

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Abstract—**The existence of nonformal education, is intended to develop human resources and the environment that is based on cultural values and utilization of local potential. Through this nonformal education, is expected to form regions that will be the center of a variety of vocational, and the formation of business groups that exploit the potential of resources and local knowledge. People can learn and practice the skills that can be used for work or create jobs in accordance with existing resources in the region, thus increasing people's lives. For the reason, the role of the community with cultural diversity and indigenous in the realization of regional autonomy, democratic and accountable local governance is very strategic. Local autonomy essentially, make the local government services to the public is better, and it is very reasonable if communities participate in policy-making. This condition has to be a priority for all of regency/city in Indonesia.**

Keywords—*policy; nonformal education; labor market; business entrepreneurs; local autonomy*

I. INTRODUCTION

The presence of the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System is the cornerstone of law and the government's commitment to reform the national education system in Indonesia. The Act contains the vision, mission, functions, and national education goals to achieve quality education, relevant to the needs of the community, and competitive in a global society. In the Ministry of Education Strategic Plan 2005-2025, it is clearly stated that the government is attempting to realize education which is capable in building intelligent beings of Indonesia and competitive, equitable, quality, and relevant to the needs of local and global communities.

One of the most urgent is the socialization and implementation of entrepreneurship in the national education curriculum in both formal and non-formal schools. This in itself will encourage them to be stimulated by a variety of alternatives that might be like trying to understanding the business that has been established since in school. Implementation of entrepreneurship is not only learning in the classroom, but rather on the stimulation and extracting ideas, the world of business and knowledge of effort. It then involves the business in which both functional and institutional, the business community can assist the implementation of the program.

But during this time, a prolonged lawsuit against national education revolves around the quality of the graduates that do not match the needs of the business world. Educational institutions can't produce graduates ready to work in accordance with the needs and demands of national economic development. Incompatibility (mismacth) is then a major issue in the polemic between education world and the business world. Indonesia today is facing the problem of educated unemployment numbers continue to rise every year. Unemployment Rate in Indonesia increased to 5.34 percent in the third quarter of 2018 from 5.13 percent in the first quarter of 2018. Unemployment Rate in Indonesia averaged 6.05 percent from 1982 until 2018, reaching an all-time high of 11.24 percent in the third quarter of 2005 and a record low of 2 percent in the fourth quarter of 1983.

II. METHODS

This article proposes to reframe the issue of mismacth between education world and the business world. Educational institutions can't produce graduates ready to work in accordance with the needs and demands of national economic development. The quality of the graduates of formal education institution do not match by needs of the labor market. This article argues, Non-formal education should be prepared in a model is tailored by a good policy. these programs should be integrated with various government agencies in the region as well as with non-governmental institutions in particular societies, to increase the labor market and business entrepreneurs based on local autonomy perspective.

III. RESULTS AND DISCUSSION

A. *National Education and Globalization*

The reality of globalization is bringing a number of implications for human resource development [1,2]. One of the demands of globalization is economic competitiveness. Economic competitiveness will be achieved if it is supported by reliable human resources. To create quality and reliable human resources needs education. Education is considered as the principal institutional mechanisms in developing skills and knowledge.

The human dimension of competitiveness is increasingly becoming an important factor that spurred efforts the quality of human resources through education is the point that must be emphasized. Human Resources issue that causes the development process, less supported by adequate labor productivity. Now is not the time for Indonesia to build the economy with foreign powers. However, the Indonesian people should utilize the potential of the resources owned power (resources base) with high human resource capabilities as a force in building the national economy correctly and accurately. Unemployment is a national problem that was never ended.

There are three obstacles that be the reason why people do not work, namely the cultural barriers, the school curriculum, and the labor market. Cultural barriers are related to the culture and work ethic. While the school curriculum is the absence of the standard of teaching that is able to create and develop independent human resources in according with the needs of the workforce. While the labor market barriers are caused by the low quality of human resources to fulfill the needs of the job market. The economy in the 21st century, characterized by economic globalization, is a process of economic activity and trade, in which countries around the world into one market forces increasingly integrated with the territorial limits of the country without hindrance. Globalization has certainly faced by Indonesia calls for efficiency and competitiveness in the business world [3].

Therefore, to anticipate the demands of globalization *link* and *match* policies should have a place as a strategy that integrates economic development with education. But unfortunately, the idea of a *link and match* the goal to connect with the workforce needs of education has not been supported by adequate quality of the school curriculum to create graduates who are ready to work.

B. *Educational Policy Reform in Local Autonomy Era is a Must*

Facts that the low level of public education, high levels of adult illiteracy, high unemployment, high poverty, and so suggest that the pursuit of formal education and schooling systems that have so far not been able to address the various problems faced by the community [4]. However, whether consciously or not, the people wherever and however conditions remain a source of inspiration and creativity of human beings. Man is the source of knowledge that never dried. Society, with all its dynamics, is growing, changing and moving without knowing the boundaries of time and place.

Slightest progress, change, and movement that occurs in the community, will affect the structure and level of needs of the community itself, it is already a provision of nature [4,5]. During that time still running, as long as life continues, people will continue to change, to move and grow. Many of the factors that cause the development and transformation of society, one of the most influential and most dominant factors is education.

Ironically, government's policy in the development of education has been much focused on formal education and schooling systems. Government's attention to the non-formal education is still very limited. This example can be seen from the allocation of resources and facilities as well as a variety of other much larger shed for formal education and schooling systems.

The presence of non-formal education has been known for a long time in human civilization long before the formal education and schooling systems [6]. However, during the development of national education it is still dominated by formal education. Development of non-formal education conducted by the government through a variety of approaches projects is temporary and sometimes unsustainable. Coverage is still very limited in some kind of national educational needs [7]. While non-formal education organized by the society still based on the kinds of education that have commercial value that can be drawn from the payment of the public to fund their education.

Fennes and Otten said, the youth sector has played an essential role in pointing out the relevance and importance of non-formal education and in developing its approaches, concepts, methodologies and methods, non-formal education is neither a new form of education nor is it unique to the youth field – also other sectors of education and civil society have long been applying non-formal education approaches in their work – often implicitly and not solely [6]. During the past decade, non-formal education and learning has received increasing attention in practice, policy and research in view of social and economic demands to strong lifelong learning process to get a better life.

In connection with the policy of non-formal education in the era of local autonomy, the concepts and processes have been done, not formatted clearly yet, the methods and ways used are not in accordance with the needs of the community, and until today, the results of these policies have not looked, though various improvisation in the area has showed better color. As we all know, the aspect of public policy is very complex. First, is the implementation of the structure. Existing structure within the government system often leads to conflicts in the policy implementation, because there were differences interests in the levels of government. Second, not all government policies implemented by government agencies themselves. Often government's policies implemented by private organizations, community groups, and individuals. Third, the policies taken by the government always have an effect on the lives of citizens [8].

Therefore, to formulate a public policy- in this case is the good non-formal education policies, it takes a very complex process, analytically and politically, has no beginning or end, and the boundaries of the process in general is uncertain.

Sometimes the series of complex forces, produce an undesirable result in accordance with policy objectives [9].

During the past decade, non-formal education and learning has received increasing attention in practice, policy and research in view of social and economic demands to consider learning as a lifelong and life wide process. Educational success is a shared responsibility between the family, the government and society. Community involvement in the educational process will indirectly provide a wider space so that people will be more mature and more self-reliant in establishing their future. Level of maturity and independence of the people will be the exact characteristics of the well-prepared or unwell-prepared society to meet future challenges and opportunities.

The patterns for this approach are based on the paradigm assuming that public education should be standard, academically oriented, and people only as the objects of development, have to be shifted toward a more dynamic one by putting the development of public education as a subject and at the same time as the party which is entitled to determine the type of program that will be carried out and to enjoy the results of Indonesia's development, as well as non-standard and more market-oriented.

Awareness of the importance of the community position in the development process of education is an important milestone in the globalization era. The exact timing of this is not a delay in the decision to launch a new, more innovative strategy. This awareness is precisely a testament to the success of the development so far, and it is an accumulation of several earlier successes.

A concrete form of the birth of consciousness that society is a great potential to be able to establish itself more, manifested through a new approach which is expected to be captured by the public as the best option to generate great power that had been buried for always lulled by a false assumption, namely that it is merely the object. During this time, education programs in the community is to be standard, academically oriented, and less meaningful to everyday life, people just become beneficiaries of the program, do not have access to even less significant in the planning, implementing, assessing or controlling the programs. This condition leads to less creative, independent and dynamic in seeking education that fits the needs and potential of the environment.

Thus, it appears that non-formal education is substantially more likely to lead to community-based education as a process and a program, which is essentially, the development of community-based non-formal education will be in line with the awareness of how social relations can help the development of social interaction that generates concern for the learning-related problems faced by the community in social, political, environmental, economic and other factors. While community-based education, as a program, should be based on the fundamental belief that the active participation of the community is essential. To accomplish that, it must be based on the freedom of citizens' participation in the ability to participate without the pressure and desire to participate.

Reform should also be demand-driven [10]. The people most affected by reform not only should want change, but also must want to change. Moreover, they should attach themselves to a particular vision of reform. This being the case, if neither the demand nor the vision for reform exists, efforts need to be undertaken to generate them.

The argument that reform should be demand-driven strongly suggests that the specific "answers" that constitute reform should be homegrown. Local answers not only address specific educational needs and aspirations, but also engender a sense of ownership that enhances the overall implementability of reform. Significant parent and public engagement is essential. Clearly, if reform is about deriving local answers, widespread participation among stakeholders is a requirement. Teachers, parents, and students should all take part in the design, development, and implementation of solutions aimed at improving their specific educational situation. Accordingly, school-based decision making would appear to be essential.

Healey and DeStefano enhance, to ensure that this plurality of local answers comprises both statewide and nationwide mosaics , the system needs to establish standards that are at once broad and clear, outcome metrics that are both understandable and an environment of accountability for results [10]. To this end, market forces need to be introduced to the system. Educational consumers need to be able to choose among schools for purposes of improving both the quality and relevance of the services offered. Implicit here is the need for restructuring, and with that, the creation of new working relationships such that the education system supports children learning, as opposed to supporting bureaucratic interests and political whim.

Inasmuch as there are endogenous answers, there are no magic bullets. Because knowledge is imperfect, and because people's educational needs and aspirations vary both in time and in space, answers must be continually pursued. Moreover, success will require thoughtful and coherent combinations of strategies and interventions. The reform arena is cluttered with reform wares: networks, initiatives, projects, and models. Some are good, some bad, but each vendor has something to sell, and therefore they all have an interest that is not necessarily aligned with that of the children. Needed are the mechanisms through which local consumers (i.e., schools, teachers, parents) can assess the quality and relevance of each product, and the means by which they can piece together a program that best addresses their educational needs and aspirations.

Finally, it is evident by now that reform will not take place on its own accord. Demand has to be generated, learning has to be facilitated, endogenous answers have to be obtained, institutions have to be built, technical capacity has to be transferred, information has to be gathered, and political-economic strategies have to be pursued. Succinctly put, reform must be facilitated—by agents of change working together to effect reform's various processes. To this end, we speak of the need for a reform support infrastructure, or loosely organized entities working together to make ongoing reform happen.

In many ways, non-formal education is perceived as a formula that is ideal and more respectful than formal education. However, we still have to find that non-formal education

remains a part of the education system which of existence cannot be separated with formal education especially in the context of long-life education. So it is not perceived, that non-formal education better than formal education, non-formal education or lower education. But it should still be an important note that formal education is not perceived as something that is intimidating to people. Pigozzi, states that: It could even be described as a temporary 'necessary evil' in situations of crisis until formal schooling could be restored [11].

All of these programs should be integrated with various government agencies in the region as well as with non-governmental institutions in particular societies. Of the various concepts and non-formal education development, the emerging question is: why non-formal education is an option to provide educational services to the community including children and youth who was at school age? This question is the rationale for building a quality non-formal education and formal education equivalent, but the model developed should be different from formal education considering the characteristics of the target of non-formal education are heterogeneous, both in terms of opportunity, time, or other conditions related to life community as the target.

IV. CONCLUSION

Non-formal education should be prepared in a model that really flexible, tailored to the needs of learning, precise curriculum, time-adjusted target of opportunity, empowerment and community participation in the management premised, independence is the goal of learning etc. In addition, the quality of teaching and quality of learning outcomes is a standard that should remain the reference and equivalent to formal education. The conclusion from all of that is actually what is meant by non-formal education, so it requires a long explanation, and how basic theory and philosophical cornerstone of non-formal education, as well as how to build programs that have a special identity about non-formal education.

In order to achieve this efforts, should be made is to hold a reorientation of education of the management towards the center-based quality improvement quality management school based around the school where there is definitely the business or industry that will be as a supplier of students who have completed their education. Based Management working world that is around the school is a concept that offers autonomy to the school to determine the school's policy in order to improve the quality, efficiency, and equity of education. In implementing the job-based school management support, it needs skilled human resources and quality, empowering local authorities and streamlines the system and eliminating bureaucratic overlap.

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