Supported Model for Educational Awareness in the Low-Income Families

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ABSTRACT

This study aims to produce a valid supported model for a non-formal education. Moreover, it can be use by facilitating program or society empowerment activist, and a similar program to change the awareness of educations mindset for low-income families. The research use research and development (R&D) with the purpose to develop supported model through steps: (1) introduction research; (2) planning and product development; (3) validation experts and revision; (4) users' validation test and revision; and (5) reporting. Subjects of the test are facilitators of Program Keluarga Harapan (PKH) in Malang, Indonesia. The test is taken to know the validity of the product. Product validation tests are carried out by learning model experts and non-formal education expert. An users' model test was used to provide an assessment to model and guide of supported low-income families to be aware of education, the results of this study produce a supported model for mindset change of education awareness among low-income families use five components, they are: (1) syntactic consisting of approach, problem determination, development of critical reflection, determination and implementation of actions, and evaluation; (2) social system; (3) reaction principle; (4) support system; and (5) impact.

Keywords: supported model, education awareness, the low-income families

1. INTRODUCTION

A family is a unit that is relevant to improving the quality of human resources. Parents have the responsibility for the education, health, welfare and future of their children. Therefore, the family is a relevant unit in efforts to break the chain of poverty between generations. The poverty that hit parents will have a significant effect on the lives of the children so that children's rights are deprived. The wrong mindset of parents towards the needs of children who always exploit their children, especially in meeting the economic needs of the family [1], [2].

Assistance is a way that must be taken in order to change the limitations experienced by low-income families. Assistance can be carried out in various ways, including through enabling or facilitation, strengthening, protection and support. This is following what Suharto said that social assistance is centred on four areas of duty or function, namely: enabling empowering, protecting, and supporting [3]. Therefore, supported is a learning activity whose purpose is to increase human resources.

According to Kindervater, empowerment is a non-formal education process in teaching people so that they have an understanding and can control social, economic and political conditions to improve their position in society [4]. Regarding this, the role of the companion here as a community learner must provide targeted program facilitation where the facilitation process here consists of providing knowledge, motivation, life experience, and as an interpersonal source which means providing a support system that is born, both from natural help networks and

formal interactions with people others [5], [6]. This is following the explanation that supported is an activity in community empowerment by placing facilitators who act as facilitators, communicators and dynamists who play a role of providing motivation, improving awareness and providing capacity, self-management, mobilization of resources, formation and development of networks [7].

The role of a companion as a facilitator for low-income families must be able to change the awareness of low-income families so that the goal of changing the mindset of education awareness can be achieved. The success of changing family awareness will significantly influence the social life of the community in that environment. In this case, if the awareness in the family increases, the awareness of all members of society too [8]. Facilitators have a very decisive role for the success of the program in community empowerment efforts. The role of a social worker or community assistant is often manifested in his capacity as a companion, not as a healer or problem solver directly.

However, the reality that has happened so far is that the assistance activities carried out are still running conventionally. This means that assistance activities are limited to data verification and distribution of aid funds which is more dominant. Even though the supported activities must be able to make low-income families assisted in growing their learning attitudes to fulfil the awareness mindset of education. Facilitators are more dominant in providing directions so that the expectations that will form the assisted low-income families are more critical, and the learning process has not been achieved.

Besides, the assistant in carrying out supported activities must also understand the principles of adult learning. Adults already have much experience in their lives, so the role of the facilitator is expected not to be patronizing so that low-income families are more valued in the learning process.

Every adult has different characteristics so that the role of program facilitators in implementing the program must adapt to their respective ways of learning. Adults are more exposed to the realities of their lives so that the supported process must also be adapted to the conditions of adult life. Factors related to children's learning, such as personality, learning styles, and individual differences among learning citizens, age, life experiences, motivation, and self-perception [9]. Assistance or learning activities must understand comprehensively from students which are essential in a learning and empowerment process. The unpreparedness of students in participating in empowerment harms the results of the empowerment itself [10], [11].

Therefore, with this problem, the facilitator must be able to prepare a useful supported model so that this program runs according to its objectives. The assistant must be able to prepare the right steps so that this program runs according to the expected goals and objectives. Then the supported models that are applied must also be appropriate so that they can influence low-income families to be aware of education and produce output that is free from poverty.

Development research on supported models to change the mindset of low-income families so that they are aware of this education will be carried out Program Keluarga Harapan (PKH) in the Malang Regency Family. The reason the researchers took the research setting in Malang Regency was due to various factors including the number of low-income families in Malang Regency which was the highest in East Java, namely the large number of low-income families who received PKH Program assistance. Also, the level of education is still low in Malang Regency. Therefore, a model of assistance, especially in access to education, needs to be developed that aims to facilitate the number of low-income families to get the right to education for their generation.

From the problems that have been described, this research aims to develop a supported model for a change in the mindset of education awareness among low-income families and to compile implementation guidelines as a guide by PKH facilitators. Besides, the model and implementation guide for this assistance can also be used by community empowerment activists and other similar programs.

2. METHOD

This study uses research and development to develop products in the form of supported models and implementation guidelines. Research and development is a research that will produce a product in the form of a model or a development of an existing model. Development models can be in the form of procedural models, conceptual models, and theoretical models. The procedural model is a descriptive model, which outlines the steps that must be followed to produce a particular product [12].

Researchers used a procedural model or used supported steps in the Family Hope Program (PKH). More specifically, this supported model will be used in supported activities carried out for low-income families to change the mindset of awareness in education. This was emphasized by Borg & Gall that in product development research it produces learning procedures and processes [13].

The development procedure describes the components of the product design being developed, states the characteristics of the components at each step of development, explains the function of the components analytically in each stage of product development and explains the relationships between components in the system. The selection of a development model is based on three things, namely the structure of the model, the reasons for choosing the model, and the components and links between each component involved. This is as explained by Soenarto that in developing a development model: (1) a brief description of the model structure; (2) the reasons for choosing the model, its components, and its strengths and weaknesses (for models adopted from other models); and (3)) components and the link between each component (for self-developed models) [14].

Based on this, the development of this supported model follows the model developed by Borg & Gall. The model, which consists of 10 cycles, is then simplified into six cycles, namely; preliminary research, model planning and development, model testing, revision, field testing, and reporting. After the product design is complete, product testing is carried out because this is an integral part of development research. Product testing aims to determine whether the product made is suitable for use or not, seen from its suitability with the user to solve the assistance problem. Product testing is intended to see if the product can achieve the goals and objectives [13].

The product trial procedural step consists of five components, namely: (1) trial design; (2) trial subjects; (3) data types; (4) data collection techniques and instruments; and (5) data analysis techniques. Concerning the trial design, Nazir stated that there are at least four parts that must be done in making the trial design, namely: making the draft model, expert testing, field testing, and revision [15]. The drafting of the model is done to determine the plans for the supported models to be carried out. Expert testing is carried out to obtain information (data) in the form of assessments, opinions and suggestions on the overall content, product attractiveness and accuracy in implementation. Meanwhile, field trials are aimed at: (a) obtaining responses to content or learning materials; (b) determining the effectiveness of the supported model; (c) identifying problems arising from the use of the model in the supported process; and (d) find out whether the facilitator feels helped by this model in the supported

process for low-income families. Following the trial design, the subject of this supported model development product trial can be described as follows.

Content or material experts are carried out through an expert assessing the supported model through expert validation instruments. Experts assess the draft prototype of the supported model. The content or material expert assesses the suitability of the supported activity steps and their tools with the theory of developing the supported model, which then the experts provide input on improving the assistance steps and tools so that they are better than before. In this study, who will become content or material experts are lecturers from the Department of Non-formal Education, Universitas Negeri Malang (UM) who are experts in supported programs.

Product design experts are experts who are competent in supported programs and are willing to test supported products. The role of these experts is to test (a) the accuracy of the supported model design by the principles of community assistance; (b) the accuracy of the supported model design in connection with the reference material for the implementation of supported developed. The facilitator of Program Keluarga Harapan (PKH) is the subject of the trial with consideration due to the role of the assistant as program implementer in the field.

There are two types of data collected in this development. The types of data in this study are quantitative data and qualitative data. Quantitative data is obtained from the results of distributed questionnaires, while the qualitative data needed to revise product models are sourced from content experts, product experts and users through field tests. The type of trial data collected is adjusted to the needs in data analysis. This type of data was extracted from several things, namely: (1) the accuracy of the content of the supported material obtained from content experts; (2) accuracy of product design is obtained from product design experts; and (3) product attractiveness from users who here is a companion. There are three kinds of instruments used to explore data in this development research, namely observation, interviews, questionnaire.

The data needed in this study were taken on the subject with a minimal amount; all of the data is descriptive qualitative here defined as an analysis technique by describing qualitative data. This technique will be used to analyze the qualitative data obtained from the test subjects. This analysis was carried out by grouping data in the form of input, responses, criticism, suggestions, and documents obtained at each stage of this development research. Assessment of the questionnaire in product testing and product user testing based on closed questions was analyzed using a Likert scale.

3. RESULTS AND DISCUSSION

In the pre-elementary step, the researcher conducted a literature review on the assistance of the poor that had been developed and implemented by several social assistance programs from the government whose activities were carried out using a supported model. Data obtained shows that the assistance activities carried out so far have not been successful. This is shown by when the supported program is completed, which should be that the poor or low-income families are expected to be independent, but even in the field showed that they are very dependent on social assistance programs. So, independence and the changes that are expected have not been achieved optimally.

Low-income families supported program for education awareness implemented in Malang Regency is less than optimal for clients. This is known from research conducted in seven districts, namely: Singosari, Tumpang, Turen, Bululawang, Pagak, Kepanjen, and Pujon. The seven sub-districts that have been referred to are sampling to carry out a study for supported activities in Malang Regency. The findings showed that what happened in the seven sub-districts, the activities of assisting low-income families to be aware of education used supported in tutorials and provided punishment. The use of such a supported model occurs that it is not awareness or a change in mindset but makes the assisted low-income families participate in supported activities for fear that the assistance provided will be lost if they do not follow the supported procedures implemented. So that what happens is only money-oriented, it does not make low-income families learn how they should, through this supported activity, change their mindset for a better self and family capacity building.

The findings that have occurred so far in Malang Regency in seven districts are that supported activities have not been able to be optimal due to various reasons. One of the leading causes of limited access to education for low-income families is the cost of education. Therefore, the facilitators in their supported activities prefer to use the tutorial method by applying punishment as a strategy to commit the assisted participants so that they want to participate in the supported process. Economic limitations make low-income families prioritize fear of losing program aid funds rather than learning about education awareness for themselves. Of course, this is very ineffective when seen from the table above by using the supported model in a tutorial that has not been able to provide awareness for low-income families. The impact of this lack of awareness on education makes low-income families helpless. The emergence of the phenomenon of early marriage, child labour, etc. is also an impact of not being aware of education. Things like that are found in low-income families in Malang district with problems like that. It is appropriate that community learning activities be carried out. Programs for the welfare of the community, especially the poor, will not be achieved if there is no learning content for the community.

This model and an implementation guide are to explain the supported model in the Program Keluarga Harapan (PKH) that can be used by PKH Program facilitators or the community in supported activities in changing the mindset of the poor so that education can be

achieved. The target users of this model and implementation guide are PKH program companions because it is following one of the program objectives, namely, to provide access to education for low-income families.

This supported model is a procedural model where this model is descriptive. This supported model outlines the steps that must be followed by facilitators in carrying out their supported duties. The procedural model used in assisting low-income families to be aware of education adopts the learning model Joyce and Weil [16]. The use of Joyce and Weil's learning model is not only used in school education but can also be used in out-of-school education. This is like the statement that "We visit schools and classrooms and study research on teaching and learning. We also look at the work of persons in teaching roles outside of schools...". The supported model steps are (1) syntactic consisting of approach, problem determination, development of critical reflection, determination and implementation of actions, and evaluation; (2) social system; (3) reaction principle; (4) support system; and (5) impact.

Supported for low-income families is an educational and learning process for parents to be aware of education for their generation. In its implementation, this supported activity uses an androgogy strategy in a non-formal education setting. Assistance in non-formal education settings is structured as a model of supported as well as an effort to empower the community to increase capacity in changing the mindset of low-income families towards education awareness.

The format of this supported activity is carried out with family-based supported with individual settings and group assistance in family settings that are formed into groups. Then the supported activities focused on providing a new understanding of the importance of education and finding solutions to problems that have been faced by low-income families so far.

Thus, the pattern of supported that is carried out is not in the form of classical delivery of material but rather dominantly uses individual consultation, sharing of experiences, and adding new insights aimed at changing the mindset and behaviour of low-income families for the better. The supported steps are as follows:

3.1. Syntax

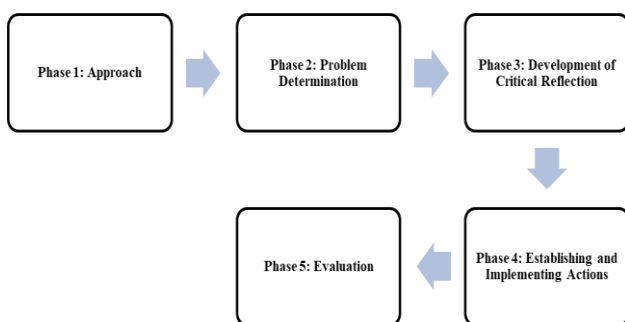The syntax is divided into five phases as follows:

Figure 1   Five Phases of Syntax

Phase 1: Approach

The facilitators visit and stay in touch with the assisted groups whose place, time is determined, and the facilitators are confirmed to carry out activities based on the agreement upon the assisted low-income families. In the next process, the facilitator implements a strategy by inviting a discussion about the situation of each group member or things of their interest.

The facilitators ask to gathered and mingle so that a relaxed and comfortable atmosphere is created. When that group members are comfortable with the presence of a companion, it can be said that the facilitator has made the right approach.

Phase 2: Problem Determination

The assist begins to include the objectives of supported by asking all group members or each group member about their views on education, especially education for children. In this phase of determining the problem, the assistant must also be competent in formulating questions that aim to open the minds of the assisted low-income families to reveal all the problems of life in terms of education.

So, this approach reveals the problems faced by assisted low-income families with beliefs that have been believed to be accurate. Then the assistant maps the problems faced by assisted low-income families in each group to explain the objectives of supported to be achieved through the group then motivate and solve problems faced by the assisted low-income families in each group.

Phase 3: Development of Critical Reflections

In this phase, the facilitators carry out a reflective dialogue, meaning with all the problems that they feel are less or not aware of education. Then make the theme of the conversation by providing views and alternative solutions to problems. Group members gain new insights from the dialogue carried out with the facilitator. The facilitator provides new insights and insights about the importance of education so that new insights and understandings of group members can develop with new information that has been conveyed in supported activities.

Phase 4: Establishing and Implementing Actions

Facilitators motivate parents and children and assist in making decisions. Facilitators can work together with education practitioners in the neighbourhood to help convey information about the importance of education to members of the assisted group. The companion must accept and resolve any rejection or justification for the dialogue carried out.

The companion allows deciding for themselves to each member of the group from the results of the dialogue, if someone refuses to be assisted again periodically until the decision still refuses, the assistant can give punishment in the form of reducing the aid fund or removing it from the member of the supported activity.

Phase 5: Evaluation

After the determination and implementation of the counterpart action, it is monitoring each member of the assisted group. Monitoring is carried out to assisted families or group members and educational institutions that work together to monitor the attendance of children of assisted low-income families. The facilitator evaluates the results of supported through changes to each group activity carried out in an agreed period.

3.2. Social System

Assistance activities in group settings are carried out so that there is mutual interaction between each assisted low-income family. The determination of the group is following the domicile of the place so that there is a standard background relationship to achieve common goals. In supported activities in this group setting, each of the low-income families will be gathered at an agreed place and hold a dialogue between each of the assisted low-income families so that experiences can be exchanged in overcoming life problems. The aim of supported in this group setting is the same, namely, to make them aware of the importance of education for children.

They have the same mindset that working to make ends meet is more important than school, which they think the cost to access education is prohibitive and they cannot afford. By implementing supported activities in this group setting, it will make it easier for supported activities to raise education awareness because this group supported activity will create a higher sense of interest in education. The condition of the assisted low-income families will follow the members in their group to be more aware of education so that the expected learning outcomes will occur so that the facilitators will also find it easier to carry out their assistance activities.

What is expected by the assistant group members is willing and interested first to provide education rights for their generation, then after that, there will be assistance activities to raise awareness of the importance of education. To overcome the cost problem, which has always been the main reason for low-income families not to provide education rights, this can be resolved with cash assistance in the form of education costs.

3.3. Reaction Principle

The principles that must be established when supported activities take place are: creating and maintaining familiarity between facilitators and poor assisted families, creating a communicative atmosphere so that two-way communication occurs, motivation and appreciation are always given to the assisted low-income families in every assistance activity, provide facilitation and guidance during the supported process, mutual respect for ideas and opinions in the supported activity process.

3.4. Support System

The support system for this supported activity for education awareness is in the form of education funding assistance. This is given in accordance with the assistance from the program. In addition, with financial assistance it will attract and help poor families to be able to provide education rights for their generation. The support system used in supported activities is as follows: LCD projector functions when presenting educational awareness shows, large paper for media for making problem solving plans and determining action, hvs paper for writing problems in group discussions, and stationery.

3.5. Instructional Impact and Accompaniment Impact

The support system for this supported activity for education awareness is in the form of education funding assistance. This is given in accordance with the assistance from the program. In addition, with financial assistance it will attract and help poor families to be able to provide education rights for their generation. The support system used in supported activities is as follows: LCD projector functions when presenting educational awareness shows, large paper for media for making problem solving plans and determining action, HVS paper for writing problems in group discussions, and stationery.

The impact in question is the result of supported that has been through several phases of supported and can change the mindset of assisted low-income families to become aware of education. The following is the impact that must be obtained after the assistance activities are carried out. Low-income families can find solutions to the problems experienced by limited access to education so far. Low-income families can learn to gain a new understanding of education and to be able to learn from previous experiences. So that critical awareness is awakened and affects the mindset change about education. Change in understanding about educating and giving the right to education for his generation.

Before carrying out the model test for users of the supported model, a validation test is carried out on the expert. Experts carry out the validation test following the field of the supported model being developed. The purpose of this expert validation is to determine the extent to which the supported model developed is for the fit between the developed model and the theory.

After conducting the validation test, a field test will be carried out as a form of implementation of the model in the field. This field test was conducted in the Hope Family Assistance Program in Malang Regency. This field test was limited to seven sub-districts in Malang Regency because these seven sub-districts were the coordinator areas of other sub-districts in Malang Regency. As for the seven sub-districts that were the location of the field test were Singosari District, Pujon District, Tumpang District, Bululawang District, Turen District, Kepanjen District, and Pagak District. The trials that were carried out were for 14 facilitators spread across seven districts with the number of each companion in each sub-district two facilitators. The results of the Expert Assessment of the Learning Model of the Assistance Implementation Model and Guidelines for Mindset Change in Education Awareness among Poor

Families is 90.3%, and the results of the Expert Assessment of Out-of-School Education Materials on the Assistance Implementation Model and Guidelines for Mindset Change in Education Awareness among Poor Families have amounted to 87.5. So, the results of expert validation qualify that the model developed are very valid, beneficial, comprehensive, can be used without improvement. The following is a statement for the user trial of the model and guidance for implementing supported for a change in the mindset of education awareness among low-income families.

Trials of the model and guidance for implementing supported for a change in the mindset of awareness of education among low-income families were carried out by providing a model tool and implementation guide along with an assessment instrument for the developed model. The total number of statement items was 15 items, with an assessment using the Likert scale of range 4.

Analysis of data from the results of the user validation test research on the model and guidance implementation of supported for changes in the mindset of education awareness among low-income families was obtained through a questionnaire. There are eight sub-variables to test the effectiveness of the model, which are then presented in the form of statements in the instrument. The eight sub-variables to test the effectiveness of the model are the aspect of understanding, that is, the model developed is easy to understand by all parties involved, meaning that the facilitators and assisted participants in its implementation. The results of the field test show that the aspect of understanding applied to statement item number one shows that the results of the field tests carried out obtained a percentage of 81.6%, meaning that the understanding aspect of the supported model is valid and does not need improvement.

Ability practice is a model developed that is easy for the user (companion) to practice. The results of the field test show that the aspects of the ability practice applied to statement items number two and three show that the results of the field tests carried out obtained a percentage of 81.6% and 83.3%, meaning that the aspects of the facilitation practice of the supported model are valid and do not need improvement.

The efficiency of the model developed is in its implementation; the developed model is efficient to implement, both in terms of time, energy, or cost. The results of the field test show that the efficiency aspect applied to the statement items number four, five, and six shows that the results of the field tests carried out get a percentage of 76.6%, 73.3%, and 85%. This means that the efficiency aspect of the implementation of the model in time and energy efficiency still needs improvement, while the implementation of the model for cost efficiency is valid and does not need improvement.

Appropriateness of procedures and context, namely regarding the assistance procedures used in this model are suitable for the context of community assistance. The results of the field test show that the aspects of the suitability of the procedures and contexts applied to the statement items number seven, eight, and nine on the instrument show that the results of the field tests carried out obtained a percentage of 80%, 78.3%, and 86.6%, meaning that the aspects the procedures and context of the supported model are generally valid and do not need improvement. However, there is still a need for improvement regarding the pattern of implementing assistance programs that are developed following current needs in the field in their implementation.

The ability of the model is related to problem-solving; that is, the model developed can support the assistant in uncovering the problem of unconsciousness towards education. The results of the field test show that in the aspect of model capability related to problem disclosure applied to statement items number ten and eleven on the instrument, the results of the field test carried out obtained a percentage of 81.6% and 85%, meaning that the aspect of the model capability related to problem disclosure has valid and does not need improvement.

The ability of the model is related to determining the action, namely regarding the model being developed, which can support the assistant in determining the supported action. The results of the field test show that in the aspect of model capability related to determining the action applied to statement item number twelve in the statement item on the instrument, it shows that the results of the field test carried out obtained a percentage of 75%, meaning that the aspect of the model's ability related to the determination needs improvement.

The ability of the model is related to critical reflection; that is, the model developed can support facilitators in encouraging low-income families to do a critical reflection. The results of the field test show that in the aspect of the model's ability related to critical reflection applied to statement items number thirteen and fourteen on the instrument, the results of the field test carried out obtained a percentage of 75% and 78.3%, meaning that the aspect of the model's ability is related to reflection. Critically there needs to be an improvement.

The ability of the model is related to impact, namely regarding the model being developed to be able to support the companion in producing mindset changes. The results of the field test show that in the aspect of the model's ability related to the impact applied to item number fifteen on the instrument, it shows that the results of the field test carried out obtained a percentage of 75%, meaning that the aspect of the model's ability related to the impact of the supported results needs improvement. Analysis of the effectiveness of the model that has been developed as a whole is valid, so below will be presented the data analysis of the results of user assessments of the model and guidance implementation of assistance for changes in the mindset of awareness of education among low-income families.

Based on the results of the validation test conducted by learning model experts and PLS experts, it can be seen that the supported model developed is by the principles of community learning. The results of validation carried out

by learning model experts show that the percentage results reach a value of 90.3%. In comparison, the percentage of validation results from PLS experts reached a value of 87.5%. This means that it can be concluded that the results of the assessment of the two experts show that the models and guidelines for implementing supported for a change in the mindset of education awareness among low-income families are very valid, very useful, very thorough, can be used without improvement.

After the results of the expert's assessment indicate that the supported model is following the theory, then a field test is carried out which aims to test the effectiveness of the supported model when it is applied in the field. This field test is useful to find out how much the supported model can be applied in supported programs in the community. The results of the field test conducted on 14 facilitators who were in seven sub-districts in Malang Regency turned out to be the percentage results following the results of expert tests conducted previously, for the field test the percentage value was 85.5%. Although the value is smaller than the result of the percentage of experts, the qualifications for the achievement are the same; namely, the supported model developed is very valid, beneficial, comprehensive, can be used without improvement.

The results of the field test showed that the mentor already understood the supported model developed in this study following the needs of the assisted low-income families. However, there are still obstacles in implementing this supported model in the field. The constraints of implementing the model in the field are as follows: Differences in understanding between each companion of the supported model developed, so it is necessary to hold a kind of FGD (Group Discussion forum) to form an understanding of the companion in the application of the supported model in the field, the ability of the mentor to prepare strategies in supported activities Having different abilities, limited time in supported activities so far, which causes if the development of this supported model is implemented, a particular strategy is needed to anticipate the saturation of assisted low-income families in participating in supported activities.

4. CONCLUSION

The model and guidance for implementing supported model are very valid from the accuracy of the content developed for community learning. The model and implementation guide developed are also able to open up critical reactions from assisted low-income families. However, there are still deficiencies in the implementation of the model in the field, such as differences in perceptions of facilitators in understanding the supported model being developed. So that in the future, we need brief training on understanding and implementing the model in the field. This occurs because the understanding of supported by the facilitator is limited to validating the beneficiaries and vocational activities oriented towards the income of low-income families. Whereas supported is not only limited to validating and updating the data only, but facilitators must also have a strategy for how to be accepted and heard by the target low-income families so that they can provide education awareness assistance for low-income families.

The developed models and guidelines for implementing supported to change the awareness mindset of education among low-income families may be useful for facilitators in carrying out their duties to provide awareness for low-income families. So it is hoped that it will be able to change the mindset of education awareness through supported activities with forms of learning in the community because changes will occur when a learning society is created, especially low-income families to be aware of education.

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