

NON FORMAL EDU ROLE ANALYSIS IN IMPROVING THE MARGINAL' S QUALITY IN MILENIAL PERIODE

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Abstract

Education in Indonesia should receive special attention. This is because there are still many people in the community who have not received a good education, such as the marginalized. Many of them drop out of school due to unsupportive family finances. For this reason, both the government and the private sector are trying to build non-formal schools, such as PKBM. This research is a research on non-formal education for the marginalized. The object of this research is PKBM Bintang Kita - Bandorasa Kulon, which is located in Kuningan, Jawa Barat. This study aims to describe the implementation of culture-based PKBM learning, by describing the process of implementing activities, supporting factors and inhibiting PKBM factors. This research uses descriptive qualitative method, with observation, documentation and interview techniques. The result of this research is the implementation of PKBM Bintang Kita Bandorasa Kulon as a non-formal school for the welfare of marginalized communities. In addition, the results of this study are about the technique used by PKBM Bintang Kita Bandorasa Kulon, so that it gets a positive response from the marginalized.

Kata Kunci: *Non Formal, Edu Role, Milenial Periode*

INTRODUCTION

The situation of many people, who are unable to rise from helplessness, is a concern for all Indonesian parties. The main cause is poverty. Poverty is complex, because, it is not only related to material, but poverty is also non-material. Miradj and Sumarno (2014) further explained that there are several things that cause poverty conditions to be difficult to minimize. First, the condition of society members, who have not been participated in the process of quality, adequate production factors. Second, the low level of education of rural communities is become worst. Third, the development planned by the government is not in accordance with the community's ability to excel, so it is not accessible to the community. Therefore, handling or reducing poverty requires a systematic and sustainable strategy. In Indonesia, access to education is not enough, unless it is translated into effective, meaningful and sustainable learning. Expanding and democratizing education does not necessarily mean expanding and democratizing learning. Reducing a country's illiteracy rate may not necessarily mean having a more educated population. Completing a literacy program or completing basic education is not the same as becoming literate, and being literate does not mean actively using written language for meaningful personal and social purposes.

Therefore, society empower is an effort that can be taken, so that the community has competitiveness and is efficient in various aspects of life, including economic, social, cultural,

and so on. This statement is reinforced by Maryani and Ruth (2019) that "empowerment is an effort made, so that objects become empowered or have power or strength". Furthermore, Supriyanto in Kumalawati and Dianti (2016, 22) states that community empowerment is a deliberate effort to facilitate local communities in planning, deciding, and managing their local resources through collective action and networking, so that in the end they have the ability and independence economically, ecologically, and socially. In this case, education holds a key position in providing quality human resources and even becomes the dominant factor in determining the success or failure of the implementation of national development programs. Falk et al (2009, 43) clearly emphasize the impact of the quality of human resources on development as follows "development stands or falls with increasing human and institutional competence".

In this context, we can conclude that superior education is needed to provide quality human resources. The issue of education has become one of the serious problems that must immediately receive optimal attention and handling from all walks of life. There are many factors that cause the education system, not optimally run. Basically, education and learning are never ends. Both are means for personal, family and community development, for active citizenship development and for improving people's lives. For instance, they must be explicitly framed within and oriented towards social transformation and human development. Basic education should be understood as basic or essential education, which aims to fulfill and expand the basic learning needs necessary for human satisfaction and development. Learning needs are needs that are part of educational needs and the last needs are part of the needs of human life H. D. Sudjana (2004: 224). Education is one aspect that is expected to be able to create a generation, which can adapt to changes that occur in society. The improvement of human quality can be through three educational channels, namely formal, informal, and non-formal education. However, it is undeniable that the progress of society in the field of education can be achieved by collaborating on two or more education types.

Therefore, besides formal education, there is non-formal and informal education. The emergence of various educational terms shows the development of education in a fair and broad manner, which means that education is not only carried out in schools. Non-formal education has differences with formal education. Unesco in Sudjana (2004, 16) explains that non-formal education has a looser degree of discipline and uniformity compared to the level of discipline and uniformity of formal education. Non-formal education has a variety of program forms and content, while formal education generally has a uniform form and program core for each unit, type, and level of education. The goals of non-formal education programs are not uniform, while the goals of formal education programs are uniform for each unit and level of education.

Expanding perceived learning needs and increasing the ability to demand them are especially important for learners in the most disadvantaged situations - the poor, the most excluded from information and knowledge sources and opportunities, whose learning needs tend to be limited in scope, and who have more difficulty in learning, which means such a need switch to a big demand. However, in practice, education that occurs in the community experiences many obstacles and challenges of its own which are very concerning. The high cost of education which is not necessarily accompanied by a significant increase in quality, of course raises a big question mark about the orientation of education that is actually being achieved. According to Syafaruddin in his book entitled Educational Decision Making System, he states that problems in the world of education, especially those in schools, are getting worse. From year to year there are still many people who drop out of school, stay in class, have low learning motivation, weak ability to receive lessons, and achievements cannot be proud of. This

is caused by various factors, such as limited funds, difficulty in accessing education, to the association and culture that is still firmly entrenched in society.

In addition, another problem, facing our education is the problem of a weak learning process. The reason for this problem is that educational institutions have not fully implemented the existing standard of educational processes. In general, the minimum standards that must be implemented function to control the educational process to obtain quality outcomes and the learning process. Sanjaya (2006) states that no matter how good and ideally a competency formulation is, in the end its success depends on the implementation of the learning process carried out by the teacher or tutor ". Talking to someone with non-graduate education, it is necessary to explain there are also rules to determine whether or not someone is worthy to become a teacher, also regulated in Government Regulation number 19 of 2005 concerning standards of Indonesian education. The standards of educators and education personnel are the criteria for pre-service education, physical and mental eligibility as well as vocational education. Furthermore, the standard of educators will determine the qualifications of each teacher as a professional person, who can support the successful achievement of educational goals. The underlying assumption is that the standard process can only be applied if the teacher or tutor has certain qualifications. So that in the learning process there are still discrepancies such as learning planning which is still far from standard, in the implementation process it is still found to be ineffective in using learning media and the assessment process is still far from standards and supervision. Maybe that happened, because the competence of some tutors with non-graduate education had not been able to implement the standard learning process or did not understand the learning process standard.

Related to this, Laksono and Nasyikhatur (2019) explains, that "Education is public access to increase their empowerment". Education aims to empower every class of society. The education, which is pointed for this case is non-formal education, such as PKBM which is transformed into alternative education that comes with the concept of society. Non-formal education is considered more appropriate with its various features. This is also stated by Komar (2006), who says, that "Non-formal education can be used to combat poverty by equipping the unemployed with skills, shaping productive behavior, improving skills and stemming the flow of urbanization". Based on the quotation, it might be explains, that the overcoming the poor is an absolute thing to find a solution. Various program developments, especially from non-formal education, which in this case through the PKBM institution become the basis for poverty reduction that is right on target and able to make citizens empowered independently, are the focal point in tackling poverty. Community learning centers, such as PKBM which is considered a non-formal education unit and one of the government's partners in educating the community through non-formal education programs, are expected to explore and grow individual potential in an effort to form a learning community. In the end, this will form independence, self-empowerment, development of attitudes and behavior, and innovation in seeking new information to improve their standard of living. According to Asmin (2017), the implementation of this idea was only realized by the Government of Indonesia through the Ministry of Education and Culture in 1997-1998 with a program called the Community Learning Activity Center (PKBM) or known as the community learning center.

Community learning centers, such as PKBM, are one of the innovative findings in solving various educational problems, such as dropping out of school, promoting community change, increasing school participation, from elementary school to college level, and participation. And improvement of non-formal education pathways. Furthermore, there are five aspects that become references for out-of-school education in developing and implementing the concept of community-based education. By looking at education in PKBM, PKBM can be

seen as a model of inclusive education and learning: education and learning for all by all. Lifelong learning implies an inclusive education and learning model that includes all children, youth and adults, both as students and as educators. At the same time, all actors have roles and responsibilities regarding the revised agenda for education in the Indonesian government, civil society, private sector, and international institutions. Adult education cannot continue to be seen in isolation, as a separate sub-sector or educational goal, in terms of: non-and-out-of. PKBM can also be said as a place for lifelong education.

In this research, the researcher would like to research PKBM Bintang Kita Bandorasa Kulon, which is located in Kuningan. As a non-formal education, PKBM Bintang Kita Bandorasa Kulon provides a variety of packages, ranging from A to C. This activity has many aspects in common, especially Lifelong Learning. For the purposes of this guide, this element focuses on non-formal education for children and youth outside the regular school system. Inclusion in ordinary schools should be prioritized as a right of every child. Although Non Formal Education is often considered the second best option for formal education, it should be noted that it can provide a higher quality education than that available in formal schools. Non-formal education can be an excellent preparation, addition or alternative, of formal schooling for all age levels.

Millennials, better known as Generation Y, are more likely to participate in the nation's workforce than the previous generation. Speaking of education in the millennial era, this 21st century skills trend represents a significant shift in curriculum and teaching that illuminates the difference between digital natives and digital immigrants. While these innovations, arguably, address digital natives, they are paradigmatically different for teachers. Traditional classroom and laboratory learning and environments, while distinctive, and convenient from an educator's point of view, can be enhanced through online and electronic modes. Students can be more involved and motivated to learn by providing authentic learning experiences by providing factual material.

As educators, teachers and parents should consider creating a learner-centered classroom environment to engage Millennial. The trend that occurs in Millennial is that the education system uses iPods and laptop computers instead of desktop computers reflecting their preference for a more portable learning environment. Millennial use instant messaging to communicate, with peers and arrange meetings and use email to clarify course information and expectations. According to Starlink (2004, 10), "The Internet allows students to express ideas that they would not voice out in class, and is the preferred method for conducting research" Based on the quotation, it might be explained, that non-formal education is one of solution. It has been able to show concern with their learning and well-being, by calling them by name, asking for their weekend, promising we will do whatever it takes to help them learn, expressing how much we want them to be successful, and voicing high expectations for them. and this non-formal education will greatly help in gaining the loyalty and trust of these marginalized groups. Research on educational system thinking, has recently become increasingly popular, in the development of the field of education, especially in non-formal education systems. This is because this concept broadens our understanding of the education system in Indonesia. Non-formal education for marginalized or marginalized people is another popular form of delivering non-formal education system programs, often in combination. The learners reached through non-formal education are also diverse, including school-age children and adolescents, and adults; employees and unemployed; full-time and part-time students; rural and urban residents, and permanent citizens and refugees. The needs of these different target groups are met by different providers, serve a variety of purposes and, as a result, vary widely in the nature of the content.

Based on the background above, the statement of problem would be: first, How can non-formal education reach all groups, both through pedagogy and andragogy? Second, What are the obstacles in teaching that non-formal education faces, especially in not state PKBM institutions? The last question is: How to deal with obstacles, challenges, difficulties in organizing non-formal education to direct students who come from marginalized communities to be able to compete in the millennial era? In addition, the aim of this research is to find the latest findings about activities or programs carried out by non-formal education, by examining PKBM Bintang Kita - Bandorasa Kulon, Kuningan - Jawa Barat.

Based on the statement of problem, the researcher would like to use non-formal education theory, as a surgical research tool. As with formal education, non-formal education also has components, processes, and goals. The difference in its components, especially in educational programs related to the world of work, the business world, and programs that are integrated into the community development movement, is that there are two additional components, namely other inputs and influences. Non-formal education is education that is carried out regularly, consciously, but not too strictly following fixed regulations, as in formal education in schools. Therefore, non-formal education is carried out outside of school, so the main target is community members. Therefore, non-formal education programs must be made in such flexible a way but straightforward. Moreover, it still attract the interest of education students.

Non-formal education is one of the terms used in educational studies in the late seventies. Regarding non-formal education, Sudjana (2010, 13) explains about the terms used at that time, namely, lifelong education, renewal education, eternal education, informal education, community education, expansion education, mass education, social education, people education. Adults, and continuing education. Sudjana, (2010, 21) also explains that non-formal education is an organized and systematic activity that is carried out independently outside formal education to provide services to students who need additional, substitute, or complementary formal education so that learning objectives can be achieved.

RESEARCH METHODS

The research approach uses descriptive qualitative. According to Sugiyono (2010: 06) that educational research methods can be interpreted as a scientific way to obtain valid data with the aim of being able to find, develop, and prove certain knowledge, so that in turn it can be used to understand, solve and anticipate problems in the field of research qualitative. The data collection method in this research is using observation, interview and documentation techniques. The research sample was obtained by using multiple stage random sampling method. Subjects who fit the research context were then appointed, PKBM in Kuningan, which organized poverty reduction activities for the marginalized. The object that became the research sample was PKBM Bintang Kita - Bandorasa Kulon, Kuningan, Jawa Barat. The data validity technique uses triangulation of sources, methods and theories. As the data analysis techniques: data collection, data presentation reduction and drawing conclusions.

RESULT AND DISCUSSION

Result

Non formal education have many problems, increasing the cause non-formal education to play a role in helping formal education in reducing these problems. In non-formal education, changes in the psychomotor domain or skills are prioritized in addition to changes in the cognitive and affective domains. The influence or outcome that occurs is the ultimate goal of non-formal education activities. These influences include: changes in the welfare of graduates' lives which are marked by obtaining a job or entrepreneurship, increasing income, health, education, and self-appearance. In addition, in educating others about the learning outcomes, that have been owned and felt by the graduates, non-formal education has an effect in increasing its participation in social activities and or community development, in the form of participation in thoughts, energy, property, and funds. In summary, the non-formal education subsystem has components, processes and educational objectives that are functionally interrelated, including components, processes, and objectives.

One of the non-formal education models is equivalence education, namely the Package A, which is equivalent to Elementary School, Package B, which is equivalent to Junior High School) and Package C, which is equivalent to Senior High School) programs. Currently, non-formal education is very much needed by the community both directly and indirectly because the number of out-of-school and drop-out children is increasing every year due to various things based on data from the Ministry of Education and Culture in 2016 regarding dropouts. The lack of facilities and infrastructure as well as human resources engaged in education is one of the obstacles to being able to serve the community well. On this basis, the Education Sub-Department of Kuningan Administrative City through the PAUD & DIKMAS and Vocational sectors cooperate and work hand in hand with PKBM Bintang Kita Bandorasa Kulon to innovate in the context of equitable distribution of public education services in places whose community needs this education through the concept of a Fostered Learning Activity Place (TKB), like PKBM.

To support learning in TKB, educators are needed who are drawn from the nearest area while still referring to the applicable requirements for teaching staff. Example: PKBM Bintang Kita - Bandorasa Kulon teaching staff are taken from P3K teachers and ASN teachers who are willing to help the program by only teaching for 1 hour per/week so as not to burden the teacher. Another example of TKB in mosques or private institutions is by collaborating with leaders, youth, or elements of the surrounding community who want to teach for the community while still referring to the applicable standards of teaching staff. Explanation of the concept of the fostered TKB is not only in the field of cooperation in the use of facilities, infrastructure, teaching and educational staff but also related to the exchange of information and dynamic activities for the needs of the community, especially in the education sector, such as PKBM Bintang Kita - Bandorasa Kulon, which is located in Kuningan, Jawa Barat.

The Bintang Kita Community Learning Activity Center (PKBM) which is domiciled on Jl. Maralaya No.1 Bandorasa Kulon, Kuningan Administrative Jawa Barat Province stands on an area of 350 M2. This institution which is engaged in Non-Formal Education on behalf of PKBM Bintang Kita Bandorasa Kulon was initiated by the community members in order to absorb students who dropped out of school due to economic problems, dropped out due to behavioral disparities, problems with administrative completeness of citizens, orphans and so on. PKBM Bintang Kita - Bandorasa Kulon is a form of public concern in creating a responsive society towards the development of information transformation. This is manifested in the form of Functional Literacy (KF) as the initial program for the application of non-formal education activities. Along with the government's continuous efforts in completing the 12-year compulsory education and to equip the nation's next generation, especially youth and youth with various knowledge and skills, the Bintang Kita - Bandorasa Kulon Community Learning

Activity Center (PKBM), which is one of the non-formal educational institutions, seeks to approach the local community so that together they can generate enthusiasm and motivation in the community to be able to learn again even though they are beyond of formal school age.

To complete the 12-year Compulsory Education for Basic Education through the Package A program equivalent to SD, Package B equivalent to SMP and Package C equivalent to SMA and the completion of Illiteracy through the Literacy Program, the Community Learning Activity Center (PKBM) also opened a life skill and skills program. Life in the form of training courses and training. The functions of the Community Learning Activity Center (PKBM) include:

- ≈ As a place for community learning activities.
- ≈ As a meeting place for various potentials that exist and develop in the community.
- ≈ As a source of information for learning citizens and people who need functional skills.
- ≈ As a forum for exchanging various knowledge and functional skills among learning residents.
- ≈ As a gathering place for community members who want to improve their knowledge
- ≈ and skills.



The description of this section, besides being intended to find out the development of non-formal education in Indonesia, especially Kuningan, this research is also intended to see new thoughts and understandings. At present, the thinking and implementation of non-formal education has been developing. It can be seen that non-formal education, which was originally based on the idea of lifelong education, has shifted to the thought of lifelong learning in the context of a learning society, which has also shifted to being in the context of a knowledge society. Community empowerment is not only related to the economic aspect, but is broader than that because it includes social, cultural, political, psychological, and other aspects of life. Talking about human empowerment, according to Lukman (2019) that empowerment is carried out in stages starting from individuals to families to groups and so on to the wider community. Therefore, from the quote above, it can be explained that empowerment aims to create conditions that are developed, empowered, and independent. Potential targets for non-formal education in the time period approximately the next 20 years related to the challenges of the demographic bonus in 2045 as presented in the following graph. The working age population group, namely the age of 16 to 65 years. This is the result of researchers' observations since 2017, which is estimated to continue until 2045. By looking at the reality, since 2017, the researchers found, public interest in the existence of PKBM will experience a percentage increase of around 50 until 60%.

The explanation above is supported Nursam (2008), who told, that implementation of learning is the process of adjusting the concept of learning to the abilities and circumstances of students. In the implementation there is usually a gap so that the conceptions of learning require adjustments. The meaning of learning is basically a learning activity that involves educators and students both in the classroom and outside the classroom or outside the school. Through the learning process, there is a change, development, progress, both in the physical, motor, intellectual, social emotional aspects as well as attitudes and values. The existence of PKBM shows the existence of an institution that grew from the community's desire to help the community. It should be realized, that the condition of the community is not entirely in an encouraging economic condition, there are still many who are underdeveloped in various aspects of life, but some are only in some aspects of life. In PKBM, especially PKBM Bintang Kita, assistance is given to community members not only in the economic field but also in education, religion, health and skill improvement issues. The emergence and development of these institutions was largely founded by individuals. However, PKBM as a social institution, of course, has a social scope, in the sense that the object and subject of its activities is the community. Likewise, in terms of what it brings, PKBM is more likely to choose the wider community who are not members as targets. The activities and movements carried out by PKBM have a close relationship with improving the welfare or standard of living of the small community, especially the poor, especially the marginalized.

Indeed, in carrying out a good intention, will surely meet some obstacles. The results of the study indicate that the internal obstacle is that the ideal goal for an institution it manages has not been achieved, namely the difficulty of building awareness. In addition, it is difficult to find tutors, which is expected, resulting in a shortage of tutors. This can also affect the reduction in the number of learning residents. Because of the busyness and the many activities that exist in PKBM, the manager feels that there is a lack of time for him to be able to carry out his activities as much as possible, as well as a culture of motivation that sometimes occurs. Lack of time to do as much as possible It is easy to give up or give up easily. This is in line with Nasdian's (2014: 102) explanation which is referred to as a cultural dimension constraint, like easily giving up due to being entangled in various kinds of shortcomings so that they do not have the initiative, passion, and are not dynamic to change a bad fate. However, apart from the existing obstacles, there is also support both internally and externally. The internal support

from the research results shows a high commitment which is indicated by the strong performance of institutional managers to develop and promote the institution. In addition, the management of the institution by all employees or tutors, as perceived by the work as within the family itself, so that work feels fun and harmonious relationships occur. This is what is aspired and coveted in the management of an institution, including PKBM.

DISCUSSION

In the learning process, not only in formal education, but also in non-formal education, the involvement of students or active learning residents is very important to improve learning memory. Individual differences in students or learning citizens need to be considered, because these factors greatly affect the learning success of students or learning citizens. In the learning process, the involvement of students will determine the achievement of learning objectives. The participation of students is realized in three stages of learning activities, namely program planning, implementation, implementation and program evaluation or evaluation of learning activities. The learning-learning interaction is a planned interaction. In general, the lesson plan is the curriculum. Then, specifically the learning plan, Outline of Learning Programs and Design of Learning Programs, which is abbreviated as RPP. The curriculum as a general lesson plan contains the objectives to be achieved while a more specific learning plan, namely the Lesson Unit which is a description of what is listed in the curriculum. Learning activities as a result and learning as a process is a result, like in the picture bellow:



The step in building marginalized communities awareness about the importance of education is the initial stage carried out by PKBM Bintang Kita Bandorasa - Kulon, Kuningan. This is done so that the community wants to participate in the empowerment process. To attract public interest, PKBM organizers identify needs community and dialogue with the community so that later the empowerment program is carried out according to or in line with the needs of the community. The PKBM organizers can create a forum to discuss with the community or have direct individual dialogue face to face with the community. In the dialogue or discussion, persuasion, encouragement, and opening minds by PKBM organizers are needed so that later, the community can become aware of their lives. Community awareness from within is very important to build, so that people can be motivated and feel the need for PKBM as a place to change the lives and lives of marginalized people in Kuningan - Jawa Barat. The community

becomes aware of the importance of increasing capacity or knowledge and has certain skills that will support it in a better direction.

The first step, which is felt by educators at this step, is that all their efforts are not carried out properly. This is because the community does not participate in planning and determining the programs or activities that will be carried out. The program has been planned by the organizers themselves. Instead, the people who joined did not receive information about the program. There are various reasons for people to join the program, for example, some are just to fill their spare time, but some want to increase their knowledge and deepen on their skills. However, the organizers were able to make learning residents feel interested and excited to join in the activities. Organizers shape and construct the minds of learning citizens, so that they become aware and feel the need to increase knowledge and need these skills. The functions of PKBM Bintang Kita Bandorasa Kulon can be seen from the bellows chart:



The second step of the society's empowerment process in PKBM Bintang Kita Bandorasa Kulon is the knowledge transformation step. The knowledge transformation stage in question is the learning stage. The learning stage is based on non-formal education learning which consists of three parts, namely. First, learning materials or materials, based on local potential. Second, a participatory learning model that is able to make citizens learn comfortably and receive knowledge easily. Third, flexible learning time is adjusted to the time of the learning community because learning residents cannot be equated with the time of school children in general. By seeing the educational system, the role of non-formal educators is to prepare learning objectives, develop tools for measuring student behavior, before and after learning, make task analysis, sort out learning experiences, measure behavior change, and use appropriate technology. The role of students is to involve themselves directly in the learning process, at the psychomotor level supported by cognition in exploration, practice, and feedback activities.

The learning process in the knowledge learning type uses cognitive learning theory and verbal learning theory. The goal to be achieved in the learning process in the type of knowledge learning is to convey or describe information about the objectives to be achieved. This is

different from PKBM, including PKBM Bintang Kita Bandorasa Kulon which is centered on problem solving abilities. This type of problem solving learning is based on learning theory to find and express problems and learn solution to problem. The learning objectives are to identify and formulate problems and make decisions about alternative problem solving. The role of educators in this learning is to explain problem-solving techniques and decision-making techniques used by students, as well as apply case studies of students practicing and practicing problem solving. The role of students is to participate in selecting, using, and monitoring mental change models to organize cognitive and apply them to problem solving cases

One of the thing, that can attract marginal people to join non-formal schools is flexibility time. Flexibility means the implementation of learning that is adjusted to the willingness of learning citizens to learn. The target of this learning type is the community, who have a variety of activities and different interests. The tutor's speech is in accordance with the speech of the learning community, that the study schedule or time is mutually agreed upon and adjusted to the free time of the learning community. Learning citizens are the subject of learning, so the program will not run well without learning citizens. Knowledge transfer is flexible. The reason, is because, sometimes the study time can be changed from a predetermined schedule according to the agreement. Of course, non-formal education will not run as smoothly as formal education. There is an obstacle, which must be faced by tutors in the learning process, namely the ability to capture or understand the learning community, which is different which sometimes hinders the learning process. However, based on the three main parts of knowledge transformation, namely learning materials based on local potential as well as several central programs, learning, which are participatory, and flexible learning times, it can be concluded that the second stage is going well, related to the stages of the process from the their empower.

The description above shows that non-formal education programs and activities have links with other wider efforts and are a big job that can raise pessimistic questions about whether non-formal education is able to carry out such a heavy task. Based on the results of the interview, which was conducted on December 1, 2024, the research results obtained from PKBM Bintang Kita - Bandorasa Kulon, Kuningan mentioned several types of programs held in various PKBMs as well in general. The PKBM manager explained:

"In PKBM, there are packages and courses. Packages have packages for A, B and C. And for skills education : Cooking, Sewing, Electronics, Computers, and English Courses"

From the interview, we can see, that non-formal education work is indeed not as easy as it is imagined in a straight line that to earn income. Besides, people need to have jobs, and to have jobs people need to have skills, and to have skills, people have to take skills training. Therefore, make various skills programs that can equip people to work. It turns out that in reality it is not that simple, it is necessary to be equipped with various other things which are now referred to as soft skills to accompany hard skills. Besides that, of course, the phenomena of economic growth and the need for labor need to be considered in designing non-formal education activities related to the preparation of skilled workers. In this context, the market approach is used to design education and training activities.

From the results of the interview above, it also can be seen that there are various programs organized by PKBM Bintang Kita - Bandorasa Kulon, Kuningan. Indeed should have been able to build confidence in the importance of education for the marginalized. The program developed was built on the basis of the needs of the learning community. The various curricula are flexible and varied in developing the competencies of learning citizens. From this research, the panelist explained that PKBM does not only act as a forum for non-formal education. However, PKBM as well as one of the government's partners in educating people's lives

through its programs is expected to be able to grow a learning community, be innovative so as to create independence and empowerment. The potential of the Kuningan area of Jawa Barat, which is famous for its natural resources, creates an opportunity to open a traditional food industry or better known as the traditional food or culinary industry (because of the many tuber farming and tourist attraction). Many of the youth or farmers did not enter the traditional food industry, due to various factors such as constraints, such as: gender, age factor, business as a housewife and so on, so this abundance of opportunities needs to be taken many advantages. For the traditional food industry, PKBM makes this traditional food business, which involves the surrounding community, both those who are completely unemployed, ex casual farmers, to ex student package C equivalency students. From this traditional food, apart from being a business, it can also be used as a training place for culinary art students. So the traditional food sector is getting more complete in PKBM Bintang Kita - Bandorasa Kulon.

CONCLUSION

Based on the description of the results of the research and discussion on the role of PKBM Bintang Kita Bandorasa - Kulon in tackling poverty through non-formal education for the marginalized in Kuningan, Jawa Barat, they are:. This research shows that in facilitating community learning, PKBM has the following duties and functions: identifying community needs, organizing educational programs, providing potential resources, building partnerships with partners, monitoring and evaluating programs, as alternative education, information centers and learning resources, and development of the independence of marginalized communities. To facilitate life-long learning community, PKBM Bintang Kita - Bandorasa Kulon needs to plan or design instructional, namely analyzing community needs, the importance of education such as: building awareness of designing learning programs. In addition, PKBM Bintang Kita - Bandorasa Kulon has been able to develop strategy materials, as well as diverse learning resources; implement materials, learning methods, and various learning resources in the learning process; and conduct periodic evaluations

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