

Conference Paper

Comparative Study on the Policy and Implementation of Non-Formal Education in Indonesia and Thailand

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Indonesia and Thailand share similar characteristics in terms of their educational systems, and non-formal education has been developed in both countries. This research aimed to identify how the Indonesian National Qualification System policy has been implemented. The strengths and weaknesses of the two countries in their perception and adoption of non-formal and informal education programs were also examined. The transformation of non-formal and informal education into an inseparable part within the National Education System on the macro setting and the macro area was discussed. Lastly, the policies and implementation of non-formal and informal education in both countries were mapped and compared. This research applied a phenomenography qualitative approach. According to the results, Indonesia and Thailand have different terms related to non-formal education: Thailand uses the term Adult Learning and Education (ALE), which involves adult education, equality, community and the elderly. ALE in Thailand is broader because it covers several fields that are not directly within the Ministry of Education but are used as a non-formal education template for the community.

Keywords: non-formal education, implementation, Thailand, Indonesia

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1. Introduction

The birth of SDGs further strengthens the concept of education for all (Education for All). This concept becomes a joint commitment in every country through education to organize lifelong education or also often referred to as non-formal education. Whereas in Indonesia education for all has become part of the Indonesian government's policies, the government guarantees the right to basic education must strive to open education programs for all that are carried out in formal, informal and non-formal education channels. By using an open education system in order to reach children who live in remote

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places and those who have economic and social constraints. In this way, it provides an opportunity for every child to obtain educational services and get their future. Through this commitment, six priority programs emerged, including the PAUD program, basic education program, life skills program, equality program, gender mainstreaming program and education quality improvement program. The issue and the birth of the policy then made education take a role to help realize these commitments. So that the scope of education is not far from international policies that have been agreed upon and is also a commitment by various countries, especially in Indonesia.

According to Law Number 20 Year 2003 Article 26 Verse 3, it is mentioned that non-formal education includes life-proficiency education, early childhood education, youth education, female empowerment education, literacy education, job skills and training education, equality education, and other educations that aims at improving the students' capacity. In relation to the statement, the Non-Formal and Informal Education (PNFI, *Pendidikan Non-Formal dan Informal*) in Indonesia has undergone various changes [1]. Whereas, Thailand defines Non-Formal and Informal Education as alternative education. On the contrary, Roger questions whether the concept of Non-Formal and Informal Education can be classified as flexible education or not. The consequence of both statements thus is that both Indonesia and Thailand should have clear path of development for the adopted concepts of Non-Formal and Informal Education. However, any concept of Non-Formal and Informal Education will lead to the students' awareness, which Freire defines as conscientization. Conscientization is a long path that invites every individual to change, to be aware of the reality that they encounter, and to mobilize people toward changes so that they might improve their situations due to the existing hope [2].

The transformation and reconceptualization of Non-Formal and Informal Education become highly important because the transformation and reconceptualization will be the "spirit" that encourages people so that people will be aware of the importance of pursuing changes. Education does not only take the form of knowledge but also transfer of value, transfer of culture, and inheritance of human civilization. As a result, the teachers will invite their students to be aware toward the reality of the problems that they encounter instead of alienating their students from their environment. The similar characteristics between Indonesia and Thailand in terms of educational system have resulted in the development of non-formal education. Therefore, within the research the equal perception and the mutual adoption of Non-Formal and Informal Education programs based on the strengths and the weaknesses between the two countries shall be pursued.

Regarding the vast and various concepts of Non-Formal and Informal Education, through the research the Non-Formal and Informal Education will not be transformed as a complimentary, a replacement, or an addition; instead, the Non-Formal and Informal Education will be transformed into an inseparable part within the National Education System on the macro setting and the macro area. In addition, through the research the how the Non-Formal and Informal Education will put the mutually intersecting concepts into practice. Last but not the least, a mapping and comparison on the policies and the implementation of the Non-Formal and Informal Education between Indonesia and Thailand will also be pursued.

2. Research Method

The research will be conducted by applying the phenomenography qualitative approach. The research aims at identifying how the reality of the Indonesian National Qualification System policy that has been implemented. The data will be gathered by means of in-depth interview, literature study, documentation, and observation. Then, the instrument that will be implemented is interview guidelines and observation guidelines. The data will be gathered by means of research instrument. The research instrument will be tested in terms of validity and reliability through the expert judgement.

3. Result

3.1. Nonformal Education in Indonesia

The forms of development of non-formal education in Indonesia are community education, social education, non-formal education, and non-formal education. Along with the development in other countries, namely basic education (fundamental education), public education (mass education), adult education (adult education), extension education (extension education), post-school education (recurrent education) and continuing education (continuing education). The variety of concepts is interesting to study first because in it there are many similarities and little differences [3–5]. Each concept has its own context. The context at an early stage is community development, developing into life long education, life long learning, and learning society. The other side of the context is now emerging holistic education movement, community empowerment, sustainable development, and knowledge society.

Education Community developed in Indonesia since 1946 which is an educational effort for adults outside the school environment that aims to provide literacy skills and general knowledge to be able to follow the development and needs of life around him[5]. Social Education which has a similar understanding to public education and non-formal education now, developed in Indonesia since the 1950s, especially among universities which is more or less influenced by the development of social education in Japan, known as “Shakai Kyouikiu” [4]. Understanding Non-School Education is not much different from the notion of Community Education and Non-formal Education that developed later. The essence is every organized educational activity that takes place outside the school system. Meanwhile, the concepts of basic education, adult education, extension education, and continuing education contain the same goals as adults, provide basic knowledge and life skills and sustainable personal development in school settings and outside school.

The classic definition of non-formal education was put forward by [6] that non-formal education (PNF) is any organized and systematic activity, outside the established schooling system, carried out independently or is an important part of broader activities that are intentionally carried out to serving certain students in achieving their learning goals. The purpose of non-formal education is to meet the educational needs or learning needs of citizens where the educational needs are very diverse, by providing the knowledge, skills and values needed in order to improve the quality of personality, improve the welfare of life, build a dynamic social life, and realize political life the participatory one. The term non-formal education is often disputed with formal education and informal education. Both of these concepts have in common that is held to complete and perfect the informal learning process, specifically to stimulate and facilitate certain types of high-value lessons (such as reading and writing) that are not easy and are not easily obtained by someone themselves and by accommodating teachings from the environment alone. Both have differences where non-formal education programs have different characteristics from formal education, namely: goals are short-term oriented, relatively short and present-oriented, curriculum is centered on the needs of students, flexible program structure, student-centered learning, uses resources that are exists, and evaluations are carried out jointly [7].

Non-formal Education in Indonesia is under the Ministry of Education and Culture. Nonformal education is managed by the Directorate of Early Childhood Education and Community Education (PAUD DIKMAS). Divided into four areas of focus, namely the Directorate of Early Childhood Development (DITBINPAUD), the Directorate of Training and Training (DITBINSUSLAT), the Directorate of Family Development (DITBINDIKEL),

the Directorate of Equality Development and Education (DITBINTARA). DITBINPAUD. The Dikmas PAUD Directorate has a Technical Implementation Unit (UPT) which has a work area divided into two namely P2PNFI Regional I, P2PNFI Regional II BP PAUDNI Regional I, BP PAUDNI Regional II BP PAUDNI Regional VI. Whereas each Province is known by the name of the PAUD DIKMAS Development Agency (BP PAUD DIKMAS). Non-formal education programs in the fields of non-formal education as formulated in Law no. 20 of 2003 concerning the National Education System namely: life skills education, early childhood education, youth education, women's empowerment education, literacy education, vocational education and job training, equality education, and other education aimed at developing students' abilities [1].

3.2. Non-formal Education in Thailand

The education system in Thailand is divided into formal education and non-formal education. Non-formal education in Thailand is known as Adult Learning and Education (ALE). The ALE concept follows the UNESCO concept at the Institute for Lifelong Learning (UIL). The concept of informal non-formal education is considered as a solution to the problems faced by people who cannot attend formal education, youth, people who have special needs. After attending the 5th International conference on Adult Education (CINFINTEA V) in Hamburg Germany, NFI changed to lifelong education.

Based on the results of interviews the problems faced in the world of education are 1) limited opportunities for some community groups; 2) Economic Disparity; 3) Unequal income, and 4) Expansion from the opportunity to get an education. The targets or areas of study from ALE are 1) The workforce group (industrial workforce, agriculture, general service, factories and unemployee), 2) The Aged, 3) The Imprisoned, 4) Children and Youth in detention home, 5) Ethnic groups, 6) Woman at risk, 7) Street Children, 8) Disabilities, 9) Local leaders, 10) Various developing groups, 11) Thai People in abroad, 12) Formal school students, and 13) Other interest groups who want to upgrade their abilities. ALE programs are 1) Basic education, 2) Occupational Development, 3) Education for lifeskill development, 4) Education for community and social development, 5) Non-formal general education, 6) NF Vocational Education, 7) Informal education, 8) Organizational and networks involved in development of ALE.

Distance Education Institute is one of the non-formal educational institutions in Thailand. This institution is an institution that supports 4.0, because in these institutions education is carried out using IT or the same as learning done at UNY namely Blended

Learning. This institution has a mission of managing institutions with a basic curriculum and ongoing programs and developing curriculum, teaching materials, learning processes and learning evaluations, making books and teaching materials, developing institutional management, developing networks and finally research and development. Vision on the Distance Education Institute 'It is the leading organization in the digital age and gives the opportunity to all ages to learn through their lives. There are 2 types of education developed at this institution namely basic education and continuing education. This institution if connected with the function of non-formal education that is as an addition in the path of formal education.

One of the LLE Policies in Thailand is that the Library and Mesuem are under the management of the Ministry of Education, and are developed by Non-formal Education. Librarians remain in management while the function of developing the library is a non-formal education policy in the ministry or called lifelong lerning. One of the interesting things is the Museum under the Ministry of Education. The theory of non-formal education that implies life long learning greatly facilitates learning for all ages. From children to the elderly. In addition, the use of technology in the musieum in the learning process makes the atmosphere more attractive and attractive. After an explanation by the museum tour guide by using technology, visitors are brought to a space that allows us to reflect on the knowledge we have gained in an activity. So that learning is not only on the lowest learning terrain that is memorizing events on what date like in Indonesia, visitors are invited to understand, reflect and express their understanding in an exciting activity, so that visitors do not feel bored but become a meaningful learning process that ends in the process of realizing the importance of culture, religion and state that go hand in hand to strengthen one another. This is in accordance with the concept of learning that liberates from Paulo Freire.

4. Discussion

UNESCO showed non-formal education is any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives. But Crishome defines the non-formal education as the sum of learning ways and teaching tools that are creative and innovative alternatives to traditional and classic education systems [8]. From the nonformal education system, the concepts and terms of non-formal education and in Thailand with Adult Lifelong Education (ALE), have similar characteristics in that the field of study both examines

marginalized communities, youth, communities and improves adult life skills. In addition PNF and ALE both facilitate communities who have not received formal education in the equality program if in Indonesia, but if in Thailand it is facilitated by the Community Learning Center (CLC).

One strategy that we can do is through education, not only in a narrow educational context, in this case schooling, but a more integrated education system, namely formal, non-formal and informal education. If Ki Hajar Dewantara calls it the Tri Education Center; School, community and family. Non-formal education developed over time and the development of the times, in 1968 based on his analysis in *The World Educational Crisis*, Coombs was very concerned about the condition of education and the problems of the education world that could not keep up with the development of the world economy, and at the time simultaneously in 1971 UNESCO published a concept of lifelong learning based on the results of Freire's research which became a "master concept" in the education system. Then the concept of non-formal education was developed by [6] based on the results of research funded by the world bank. Coombs and Ahmed defines non-formal education is any organized, systemic, educational activity carried out on the outside framework of the formal system to provide selected learning for particular subgroups in the population, adults as well as children. Non-formal education is an organized and systemic educational activity outside the framework of the formal system to provide alternative learning for groups both adults and children.

While the European Union education commission explained that non-formal education refers to any planned program of personal and social education for young people designed to improve a range of skills and competencies, outside the formal curriculum. [9] explained that in the 1970s, non-formal education had four characteristics: Relevance to the needs of disadvantaged groups. Concern with specific categories of person. A focus on clearly defined purposes. Flexibility in organization and methods. Relate to the needs of a group of people, pay attention to personal characteristics, focus on the goals set and have flexibility in the organization and methods. Rogers then states that non-formal education is getting wider in scope, which is more oriented towards flexible schooling or participatory education. This appears as a form of development of various types of non-formal education program units. Simkins distinguishes the path of non-formal education and formal education from aspects of goals, time, content, delivery and control systems.

Non-formal education is broader because it can educate the public throughout the ages ranging from children, adolescents, youth and the elderly. The introduction of culture from the aspect of non-formal education will be closely related to the content that

will be developed and introduced. So that inevitably it becomes the biggest challenge so that there will be coordination and collaboration between the cultural departments that have cultural content. And community education to get closer to the community. In this case, there is a missing link between the Office of Education, in this case non-formal education and the Office of Culture as the owner of the content to be introduced. Technology has even become an important part of support that makes it easy for people to get to know cultural material. The new curriculum is limited to the context of language culture, traditional clothing and classic stories.

5. Conclusion

Indonesia and Thailand have different terms related to non-formal education, Thailand uses the term Adult Learning and Education (ALE). The same field of study is discussing adult education, equality, community, the elderly. While ALE in Thailand is broader because it covers several fields that are not directly within the ministry of education but are used as a non-formal education template for the community. CLCs in Thailand are under government management, whereas in Indonesia CLCs are known as SKB managed by the government, and self-help CLC, or known as the Community Policy Center (PKBM). Policies between the two countries have similarity, namely PNF is used for strategies in developing human resources. PNF units in both Thailand and Indonesia developed in accordance with the regional character and management of each institution.

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