

Contributing Factors toward the Participation of Education Equality Program Learners

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Abstract

Success of Learners in learning is determined strongly by the learners themselves. One factor that determines the success is the existence of learning participation of the learners themselves. In non-formal education, learning participation is an inseparable part of the circuit of the learning. This research is aimed to review what factors that contributed to the learning participation of the learners of Package B (National Junior High School Equivalency) Equality Learning Program in SKB (District Technical Office for Early Childhood, Nonformal and Informal Education) Gresik. Method used to conduct the research is qualitative approach. In SKB Gresik as place of the research, the researcher use several informants for data exploration, by using interview, observation, questionnaire, and documentation of package B Equality Education Program as a way to explore data. Data obtained, then, analyzed by data collection procedure, data reduction, data presentation, data interpretation, and data conclusion. The result of the research show that learners participation in package B equality program in SKB Gresik are tangible in three forms, that are: (a) participation in planning stage, (b) participation in executing stage, (c) participation in evaluation stage. Then, factor that influence participation of learners are consists of internal and external factors. Internal factors include physical condition such as health, age, functioning of five sense, and psychological condition of the learners themselves. Then external factors include the education level of the parents, socio-economical condition of the family, educator's competence, and learning method used in learning process.

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INTRODUCTION

Non-formal education as part of educational system has a tasks to give best service to society especially non-formal education target community. The target of Non-formal education has been expanding continuously according to the development of knowledge and technology, development of job as well as culture of the society itself. Considering the target, non-formal learning program/activity must be expanded continuously according to the needs and society development condition. In principle non-formal activity/program expansion must be in line with new idea concerning learning concept.

Non-formal education has a role of helping formal education (school) and community in solving problems. According to Sudjana (2004: 74) non-formal education role that can be presented in solving formal education problems are as a complement, addition, and substitution of formal education. The role of education will influence man power source in quality and quantity so as to promote community welfare and prosperity in a country and finally can raise national pride and dignity, (Shofwan, 2014: 51).

It can clearly be read in 1945 constitution that every citizen has a right to get education. In this case, there shouldn't be any discrimination of education especially toward low level society. Although this is a modern era, the rate of drop out is very high, most of them from low level community. They cannot continue their study to higher level school especially in formal education path.

Currently, public demand against non-formal education to provide package B work program equal with Junior High School is high and continuously increasing. This is in accordance with package B work program condition in SKB Gresik with its increasing participants from year to year. This is not only because of its cheap fee, but also because of its learning system flexibility. It is appropriate

if package B (learning group) work program in SKB Gresik as an education institution should be able to develop cognitive, affective, as well as psychomotor of the learners.

According to Freire, other than acting as a facilitator, educator also acts as a knowledge transferor at once as an explorer of the learner's potential. So, learning and teaching process must be performed in two way communication. That is, from educators to learners vice versa. In this case the participation of learners is strongly emphasized, (Siti Murtiningsih, 2004:106). The result is a learning and teaching process that run actively and dialogically so that logical and creativity potential of the learners is explored thoroughly.

A conducive classroom environment involved two-way interaction between students and instructors. This type of classroom environment will stimulate learning process and makes both the instructor and students feel satisfied, which eventually leads to effective learning process. According to Wade (1994), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are actively contribute in class discussion.

Effective learning process occurred when both instructors and students interact and actively participate in the learning activities. Nevertheless, as we often hear from the academic world, students still do not actively participate or become passive in the classroom despite encouragements and use of various teaching methods by the instructors to stimulate active participation from the students (Mohd Yusof, 2012).

Sudjana (2004) said that learners participation in learning activity process is also influence by learning strategy that is used and developed in community education program. A non-formal education program that use participative learning strategy considering the following principles: based on learning needs, oriented in the goal of learning activity, centered on learners, start from learning experience.

Learning participation performed by the learners in non-formal education context is not the same as the learning participation in formal learning. According to Sudjana in non-formal education the participation of learners are in three stage of learning activity that are program planning, program implementation, and program evaluation. (Sudjana, 2000 : 155). So, learning participation level of learners in non-formal education is higher than in formal education.

Basically, there are many factors that influence participation level of a person that is reflected in his attitude and creativity in an activity. Factors that influence participation level, among these are: education, income, community member's job, in this case are the parents of the learners. Education level of the learners' parents have positive relation with their participation in helping the implementation of education.

The higher education they, the higher level participation they will have toward development. It means, there will be a higher level of participation toward government program including education performance. Education factors also influence the attitude of people in receiving or refusing a change that seemingly new for them. Educated society (the parents of the learners) have a tendency to receive innovation easily viewed from accessibility side or in getting information that influence their attitude.

A person who has level of education has higher chance in reaching source of information. So, a person who has strong education will have a sense of curiosity so that he will always want to know new innovation from learning experiences in his entirely life. income factor is an indicator of economic status of a person. This factor has a tendency that a person who has high economic status usually has high social status as well. With such a condition he will have a great role play in his community and he has tendency to be involved in several activity. This phenomena is especially dominant in village society.

Economic influence if measured by level of contribution in development activity

has a tendency to be in the form of power. In terms of parents participation in helping the development of learning process in the process of executing, income factor has a role, because a more intensive capital is needed to implement innovation. Other factors are presented by Angell in Wikipedia Encyclopedia titled participation (2011) stated that participation growing in community is influenced by many factors. Factors that influence people tendency to participate are: age, gender, education, job and income, length of staying.

Learning participation is also one part of effort to increase human resources quality in reaching the goal of education of an education institution. Learning participation can also be said as a part of learning interaction activity of the learners. The benefits of participation have been researched quite extensively over the past years. Active classroom participation played an important role in the success of education and students' personal development in the future, (Tatar, 2005).

Based on the background, the researcher has interested deeply to conduct a following research titled "Contributing Factors towards Participation of Equality Education Program Learners."

METHODS

This research used qualitative approach by using descriptive study method. Bogdan and Taylor (1975:5) defined qualitative approach as research procedure that generate descriptive data in the form of written words or words of mouth from people and attitude being studied. The reason of using qualitative approach is that this approach is easier to be used in facing reality, present directly thier relation between the researcher and the research subject, more sensitive and adjustable with many sharpening common influence toward encountered patterns of value, (Moleong, 2010:5).

In this research, the research will pay attention and explore phenomena happening

in the field and then interpret it and give it a meaning so that it can be able to answer question concerning the research goal, that is, explaining clearly about contributing factors toward learners participation.

In descriptive research, there is an effort to write, analyze, and interpret the conditions that are described in the set of research information, so the description of the research can be obtained.

Research location is an area where the researcher find problems related to the participation of equality program learners. This research conducted in Sanggar (SKB) Gresik Residence. Research subject is a target aimed by the researcher involved directly in the research. Subject of this research is package

B or Junior High School equality program learners.

Data collecting is done by interview, observation, questionnaire, and documentation technique. As the data have been collected, then data analyses is conducted include data collection, data reduction, data display, and verification. For data validity test, the researcher use credibility by triangulation as well as dependability, conformability and transferability towards process and results of the research.

RESULTS AND DISCUSSION

Concerning package B (learning group) performed by SKB Gresik, there will be explanation of several data in the form of data presentation refer to the performance of package B profile activity in SKB Gresik Residence.

The learners (target)

The target of equivalent to junior high school program, package B (learning group) in SKB Gresik are 13-15 years old SD (primary school) and MI (Islamic primary school) graduated children who don't continue their study to formal junior high school because of

various reasons including economic reason.

In 2016/2017 school years, from the result of 12 SDN and MI identification, we can see first class as much as 25 persons consist of 16 men and 9 women. While second and third class are 18 persons respectively, in detail, 2 men and 11 women in second class. 10 men, 8 women in third class. So, the number of first class learners until third class in 2016/2017 school year is as much as 61 persons consist of 33 men and 28 women.

Program Performer

Learning activity program is held by learning tutor and administration staff of SKB Gresik with composition of the board as follow: Person in charge, chief organizer, secretary/curriculum affair, treasurer, equipment, homeroom teacher 1/ extra curriculum affair, homeroom teacher 2, homeroom 3 (documentation source of SKB Gresik).

Tutor/learning source/instructor

Tutors of field of study of basic knowledge equivalent Junior High School originated from learning tutor and non-learning tutor as much as 14 person totally.

Instructor/education learning source and skill training. Instructor/education source of learning and skill training are recruited from professional (have ability or expertise) and from learning tutors. From all of learning sources or instructors in package B program equivalent to Junior High School in Gresik Residence with its 14 member consists of 12 bachelors from various disciplines or graduates and only 2 learning sources or tutors who are still be a diploma. It means that tutors or learning sources for package B program equivalent to Junior High School in Gresik

Residence has a qualified education and competence that meet requirement.

Curriculum

A Fields of study/basic knowledge curriculum equivalent to Junior High School.

Second Class and Third Class, for second class and third class fields of

study/basic knowledge equivalent to Junior High School used KTSP/Kurikulum Tingkat Satuan Pendidikan (Education Unit Level Curriculum) with fields of study arrangement or subjects and total amount of learning hours in a week for every class can be seen as follow:

Table 1. KTSP with subjects arrangement:

No	Fields of study/subjects	Learning hour
1	Pendidikan Agama Islam	2 learning hours
2	PPKn	2 learning hours
3	Bahasa Indonesia	4 learning hours
4	Bahasa Inggris	4 learning hours
5	Ilmu Pengetahuan Alam	4 learning hours
6	Ilmu pengetahuan Sosial	6 learning hours
7	Matematika	4 learning hours
8	Penjaskes	2 learning hours
9	Muatan Lokal	2 learning hours
	a. Keterampilan Jasa/Tata Buku b. Bahasa Daerah/Jawa	learning hours

First class, with limitation of SKB Gresik, human resources as well as equipment or supporting facilities especially practical facilities, in 2015/2016 academic year for first class KTSP/Kurikulum Tingkat Satuan

Pendidikan (Education Unit Level Curriculum) is applied in limited way as applied in formal SMP (Junior High School), with subjects arrangement as follow.

Table 2. KTSP applied in formal SMP (Junior High School)

o.	Fields of study	Time
	Pendidikan Agama	Amount of learning time in a week for respective subjects are the same as second class and third class.
	Bahasa dan Sastra Indonesia	
	Matematika	
	Sains	
	Pendidikan Kewarganegaraan dan Pengetahuan Sosial	
	Bahasa Inggris	
	Pendidikan Jasmani	
	Kesenian	
	Tekhnologi Informasi, komunikasi dan keterampilan	
0	Muatan Lokal Tata buku/ Keterampilan Jasa Bahasa Daerah	

Education Program and functional skill training has been being studied is in accordance with the interest or want of the learners, among them are: (1) skill of sewing women and children clothes; (2) computer skill; (3) otomotive.

Learning House/Place of Learning Activity

Place of learning activity for basic knowledge equivalent to Junior High School or for skill activity is centered in SKB Gresik and is supported by 3 classroom for learning activity and 1 room for skill learning.

Learning means

Basic knowledge learning activity equivalent to Junior High School Learning means/tools are tutorial books according to KTSP curriculum. As for supplement materials for learners is package B book. As for tutor's is guideline for first class based on K13 curriculum.

Skill learning activity skill learning program is supported by means of: (1) 12 units of sewing machines, (2) 2 units of obras machines, (3) 6 units of computers.

Learning Method

For fields of study or basic knowledge equivalent to Junior High School, learning method that is used are: (1) lecture: lecture method are used when learning activity performed in class. This method used when tutor explains theoretical or general subjects.(2) group discussion: beside using lecture method, other frequently used method is group discussion method. This method used to train learners ability to express their opinion in group. (c) practice: to equipped learners in package B in SKB Gresik with skill, practical skill such as computer, automotive, and sewing is given to them.

Learning Funds

Package B program learning funds in SKB Gresik come from learners' monthly dues and funds that come from annual budget for education development program especially package B development program budget.

Learning Results

Expected results from integrated education and skill of package B equivalent

Junior High School learning and teaching activity are: (a) learning motivation of the learners increase and can be maintained during 3 years of learning program; (b) after 3 years of learning, the learners master basic knowledge equivalent Junior High School and have functional skill and pass the package B National Final Exam; (c) learners who pass the National Final Exam with good achievement are able to continue their study to formal SLTA (Senior High School) public as well as vocational.

Participation is an involvement of individual or group to reach a goal and the existence of authority delegation and responsibility toward the group. Participation become important factor in the success of a program. Onyenemezu (2012) in his research result show that the success of every community development depend on planning, implementation, utilization and continuity, so integration from various community element are needed.

Learning participation done by learners in non-formal education context is not the same as learning participation in formal education. According to Sudjana in non-formal education learners participation manifest in three stage of learning activity, those are program planning, program implementation, and program evaluation. (Sudjana, 2000 : 155).

In Package B in SKB Gresik Residence learning participation level is categorized high. Stage of analyzed learning participation covers planning stage, implementation stage, and evaluation stage. Planning stage shows that learners are involved in formulating learning schedule, invited to discuss in determining learning needs, subjects taught are in accordance with learners need, skill given meet the learners will and needs, learning method used so far is good enough, they satisfied with facilities given all this time, time allocated for learning activity is enough. This is accordance with the theory saying that participative learning system strives to bring out learning process built on several

components as follow: (1) learners treated as subject, not object, (2) teacher or instructor function as a facilitator or learning partners of the learners, not as supervisor or instructor, (3) learning material is arrange together between teachers and learners, (4) learning method centered on learning from experience, (5) learning evaluation emphasized on reasoning of learning process and self assessment, not merely on learning results, (6) learning media adjusted to material characteristic, environment, and the condition of learners, (7) learning schedule arranged flexibly. (Wiwin, Gunarti, 2013: 9). Beside, this is also in accordance with Mardikanto's opinion (2013) that program/activity planning will give framework that will become a reference for facilitators and all interest owner including learners to make decision concerning activity should be done to reach the desired development goal. Program planning become the first step before implementing the program.

Then learners participation in implementing stage has already been good. It is indicated by learners presence timelines in every learning activity. This is in accordance with theory in Davis (2009) who reveals: Student's enthusiasm and willingness to participate in a classroom through these verbal engagements will create a conducive classroom environment.

There are several things that haven't indicated active participation in learning process, that is learners activities such as asking, expressing opinion, and respond to questions. Generally, students who have the characteristics of responsibility, like to read, high curiosity, always be prepared, and like to ask questions will form an active personality. These traits will facilitate the formation of self efficacy, as stated by Rahil et.al (2006), with a high degree of self efficacy and thus will increase confidence level and motivate them to speak up in classroom. Personality traits of passive students were found to be opposite to the active students and it distinguishes the degree of participation in classroom. The personality characteristics of passive students

for the first group is that, they afraid to ask and the fear getting scolded by instructor. They are also not confident with their selves and just sit still and listened.

Next, learners participation in evaluation stage indicates that the learners feel happy concerning learning activity all this time in Package B, admit satisfy with learning activity have been being done all this time in Package B, and the last, learners admit that skill they have learned all this time can be applied in everyday life. This is in accordance with theory presented by Kindervatter (in Kamil, 2009:54) gives a clear role concerning non-formal education. The role of non-formal not only change individual but also group, organization, and community including the increasing and development of human resources in order to be able to develop society and its environment. Non-formal education as one of substitutes of formal education have a broad meaning that covers the enhancement of knowledge, attitude, skill, and development of other ability leading to life independence. The major problems of our age deal with human relations; the solutions can be found only in education. Skill in human relations is a skill that must be learned; it is learned in the home, in the school, in the church, on the job, and wherever people gather together in small groups (Knowles, 2011).

Participation in program evaluation is an activity that involved related parties to look for information in developing activity or program in progress. In searching information that can be done on time and right on target that has been set, research is continued with efficiency aspect assessment and program relevance, including its impact toward aspects of gaining goal, positively as well as negatively, (Hermawan &Yoyon, 2016). Basically, there are many things that influence person's participative level that reflected in his attitude and activity. Results of research performed in package B in SKB Gresik indicated that factors that influence learners participation are internal factors and external factors. Internal factors include physical condition such as health, age, functioning of

five sense, and psychological condition of learners themselves including self confidence and responsibility. This finding is in accordance with the opinion of Siti Maziha et.al (2010), who found that students become passive in classroom discussion due to the self-limitations, such as cannot focus during lecture or learning time and fear of offense. Other than that, there are several relevant research results: There have been a variety of reasons identified in prior studies as having influences in encouraging or discouraging students' participation. Factors specific to the students like age, gender, students' willingness to talk, course level, student preparation and student emotions like confidence or have been reported to influence their participation (In SitiMaziha, 2010).

And external factor include education level of the parents, social condition of the family, teacher's competence, and learning method used in learning process. This is in accordance with results of research performed by MohdYusof, (MohdYusof, et all 2012). Participation in the circumstances occurs when students influenced by factors, such as socio-cultural, cognitive, affective, linguistic, or the environment and these often lead to student participation and interaction with other students and instructors become less and speak only at appropriate time. Beside, this is in accordance with research results of research results of SitiMaziha, (SitiMaziha, et al 2010). Educators play a pivotal role in

encouraging participation by accepting all contributions made in class as important.

CONCLUSION

Learner's participation in equality program in SKB Gresik manifest in three forms, they are: (a) Participation in planning stage that can be seen in learners participation in arranging learning schedule, involvement of the learners in discussion activity to determine learning needs, (b) participation in implementation stage can be seen from inputs as well as suggestions for program as well as learning activity in school. Then learners activity including attendance, asking, expressing opinion, and discussion, (c) participation in evaluation stage that can be seen from skill usefulness that can be implemented by learners in everyday life.

Factors that influence learners participation consists of internal and external factors. Internal factors include physical condition such as health, age, functioning of five sense, and psychological condition of the learners themselves. And external factors include education level of the parents, socio-economical condition of the family, teacher's competence, and learning method used in learning process.

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