

## **NON-FORMAL EDUCATION PROGRAMS REVIEW FROM FREEDOM TO LEARN**

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### **Abstract**

Changes in government policies have an impact on innovation in non-formal education services in opening access to quality education for the community. This strengthens the function of non-formal education as an alternative to public education with a variety of service programs organized. Through the policy of Freedom to learn, the existence of non-formal education is excellent in society because it has long implemented liberating learning by the learning needs of the community as a form of commitment to the principles of flexibility, participation, and collaboration. This study aims to map non-formal education programs in facing the policy of Freedom to learn. Qualitative study method by analyzing documents, scientific articles, and various other secondary references to support the analysis. The results of the study show that in general, non-formal education programs organized by community learning activity centers, non-formal education units, non-formal education studios, and non-formal education providers have developed many supporting programs for Freedom to learn such as equality programs, life skills programs, and literacy programs that contribute directly to increasing the intelligence of the community. This study is limited to secondary documents, so the analysis is still limited, therefore a comprehensive study is needed so that it can find out the implications of non-formal education programs.

Keywords: Freedom to learn, program, non-formal education

### **Introduction**

Freedom to learn is a revolutionary policy of the government to restore the essence of human learning by the talents, interests, and willingness to learn of students and is assisted by teachers as facilitators so that educational goals are achieved. (Merina et al., 2021) Freedom to learn will have a positive impact on improving Indonesian human resources with character and quality. (Rahmat et al., 2021) With the independence of learning, it is hoped that students will have extraordinary experiences and increase relationships, knowledge, and can train themselves to be more characterized. (Rodiyah, 2021), However, the challenge in the Freedom to learn policy is that it requires alignment between graduates with their further learning needs as well as the needs of the business world and the industrial world, that it has a real impact on individuals who are in a society in the future that is increasingly rapidly transforming.

Every activity is carried out to increase insight and knowledge there are various ways and is not focused on one way only. In the modern era, which is full of data and driven by technological advances, it requires characters who are ready to compete openly so that improving the quality of learning is obtained optimally. (Ach Rasyad., Ahmad, 2021) Along with the times, the need for more dynamic learning is no longer an ordinary problem but makes an absolute problem that must be fought for to be able to live a more intelligent, creative, and productive life. (Rizka et al., 2018). Therefore, non-formal education is a solution to overcome the problems of education in this country. Non-formal education is expected to be an alternative to education in Indonesia. (Izza A., Falah M., 2020) To achieve educational outcomes, what we must do is become a bridge to advance and strengthen teacher competence in evaluating.

Non-formal education units are educational service institutions that organize non-formal education programs. The forms of non-formal education units such as Course and Training Institutes, Study Groups, Community Learning Activity Centers, and Taklim Councils (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2013) Non-formal education programs are educational services organized to empower the community through life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities. . The existence of non-formal education is felt not only after the pandemic but the dynamics of the paradigm shift in the community regarding the importance of non-formal education since the policy of the national literacy movement, where the main focus is to equalize the outputs of non-formal education with formal education.

Since then, programs organized by non-formal educational institutions have become an alternative for the community to learn such as equality programs, literacy programs, life skills programs, as well as other literacy programs that enhance the reputation of non-formal institutions, both those which are carried out independently by the Foundation and by the government. either incidental or curricular structured. These non-formal education programs are implemented to meet the learning needs of the community. Therefore, this study seeks to map non-formal education programs in terms of Freedom to learn, where what is the real contribution of non-formal education institutions in supporting the Freedom to learn program.

### **Method**

This qualitative study with this type of literature analysis aims to provide a complete picture of the application of Freedom to learn in terms of the Freedom to Learn Program. The study material for this article was obtained from the analysis process of article documentation, reference books, and other sources, to obtain complete information related to the study. So, optimization of secondary data is very important to obtain complete information from the study conducted. The collected information is then carried out in a narrative analysis to answer each of the problems of this study.

### **Discussion**

#### **Non-Formal Education**

Non-formal education in its journey is known as community education, out-of-school education, social education, lifelong education, adult education, and expansion education by involving people aged 6 to 59 years and even more as a manifestation of the government's commitment to the community. In Indonesia, non-formal education has developed among the people since before independence. (Murdiana Asih Heningtyas., Sjamsiar Sjamsuddin., 2010). Non-formal education is an activity that is carried out in full with systematic management, which is carried out outside the school system and is carried out independently by the community. (Whyte et al., 1975). Non-formal education is education that is carried out in a planned manner with a specific purpose but does not meet the requirements to be categorized as formal education (Syufa'ati., 2020) (M. Arif Hidayat., Ali Anwar., 2017).

Non-formal education acts as a complement, substitute, and addition to formal education to support lifelong education (Laha, 2020) As it is known that everyone needs and has the right to lifelong education. However, the phenomenon of the dropout rate which is still quite high is exacerbated by the fact that there are still illiterate citizens (Kuntoro, 2006). These factors are the reasons why non-formal education needs to be held, not only to equalize education in Indonesia, but non-formal education can also to provide educational opportunities for children who have dropped out of school, are not in school, or want to gain additional knowledge.

One of the factors that contribute to the high illiteracy rate is the economic factor. On that basis, the government provides subsidies and educational assistance and issues a national literacy movement policy. This program is aimed at solving relatively high illiteracy rates. Thus, the fulfillment of various kinds of learning needs through non-formal education programs can train and improve the abilities of every child who drops out of school and increase their knowledge. (Putri Rizca Ayu., 2017) Every student can have a sense of attachment to meet various learning needs through non-formal education programs.

To meet the various learning needs, students are given skills according to their interests and talents. (Laha, 2020). Through non-formal education, it is expected to gain the same understanding regarding knowledge, skills, and values of life, thereby increasing the cognitive, affective, and psychomotor abilities of students. To ascertain the factors that can influence the goals in non-formal education, namely: effectiveness, efficiency, authority, discipline, and initiative. The hope with the existence of non-formal education programs for community groups is to realize and be able to provide the best provisions, be able to meet needs, respect others, and live healthy and productive lives. (Irmawita, 2018) there are strategies for carrying out non-formal education, namely: knowing the level of ability, making the teaching and learning process effective, setting learning strategies, and being participatory.

#### **Freedom to Learn**

Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim during a speech at the 2019 National Teacher's Day (HGN) event gave birth to the design "Education for Freedom to learn ". This design is in response to the importance of educational plans during the industrial revolution 4.0. Nadiem Makarim said freedom to learn is the freedom to think. Freedom of thought is

determined by the teacher (Muhammad Yamin., 2020) So the important thing that supports the new education system is the teacher.

According to Nadiem Makarim, the basic design for choosing Freedom to learn is motivated by the philosophy of K. H. Dewantara by emphasizes independence and independence. (Tuti Marjan Fuadi., 2021) Freedom to Learn is related to school efforts to provide Lifelong Learning Capacity (LLC) as the main topic of the Industrial Revolution 4.0 (Fajarika Ramadania., 2020) Education always strives for the realization of students who always carry out updates every time. Not only can be highly educated but can be an agent of change in a small or large scope (Nurhayani Siregar., Rafidatun Sahirah., 2020)

There are similarities between the perception of "Freedom to Learn" and the perception of learning for the progressivism philosophy of John Dewey. These two perceptions both prioritize the independence and ease of learning institutions in optimally investigating the skills and expertise possessed by students who naturally have various skills and expertise. (Mustaghfiroh, 2020)

Through a Freedom learn approach, the learning atmosphere will be more comfortable because students can exchange ideas with educators, learn outside the classroom, and not only listen to educators' descriptions but rather foster the personality of students who are brave, independent, and intelligent in socializing, civilized, polite, , compete, and not only favor the ranking order which according to some inspections only frightens students and parents because, in fact, each student also has his abilities and intelligence in their respective skills. In the future, students who are ready to work and experienced, and well-civilized in the community will be created (Evi Hasim, 2020)

From an independent perspective, learning must design learning, knowledge, and have the experience gained as a competency it has. Learning must be done by designing innovative, challenging, and motivating experiences. The concept of Freedom to learn offers to reconstruct the national education system into education that has an important influence in the intellectual life of the nation. (Tohani, 2021) although it is realized that at certain times there are students who do not focus on using communication tools too often.

(Syufa'ati., 2020) argues that the target in the era of the industrial revolution 4.0 is the ability of students to understand new literacy. The purpose of Freedom to learn is to be free to think so that it can form and encourage the character of an independent spirit and can explore learning that can lead to self-confidence, proficiency, and ease to adapt to the community environment. (Ainia, 2020) Freedom to learn gives freedom to students to develop their talents and skills.

The main goals to be achieved by the Ministry of Education and Culture (Kemdikbud) are the realization of the habit of independent, non-bureaucratic educational institutions, and the realization of innovative educational designs based on the interests and pressures of the modern world. (Arifin & Muslim, n.d.). In the world of independent education, learning includes conditions for meeting objectives, methods, materials, and evaluation in learning, this can be something that is not strange anymore so, in educational institutions, students are more concerned with academic values compared to better processes. Thus, Freedom to learn is a solution to elaborating the learning deadlocks so far, this is by implementing contextually integrated data-based learning in various sources and learning media in non-formal education units.

### **Non-formal Education Programs Viewed from Freedom to Learn**

Non-formal education is defined as a level of education that is carried out intentionally with a specific purpose but is not categorized as formal education. (Dalilah, 2021) Non-formal education is an educational activity that has a short-term educational package and specific programs that suit learning needs. In program management, material presentation, program level, assessment, and ability level are all flexible (Syufa'ati, 2020). There are many non-formal education programs that we know of, such as life skills education, youth education, women's empowerment education, early childhood education, literacy education, skills education and job training, community learning activity centers, and others.

All these non-formal education programs, when viewed from the point of view of Freedom to learn, have effective goals for individuals. One of the beginnings of non-formal education is the center of learning activities in the community as one of the non-formal education channels to implement the Freedom to learn program, many non-formal education programs can be implemented by the interests of the community. The program provided to community units is in the form of equality education which consists of package A, package B, and package C (Harmayanti, 2021).

The expected aim of this community learning activity center to increase knowledge, understanding, mastery, expenditure, or the process after participating in the programs that are held to be able to improve the quality that is in sync with the national education standards that have been determined. (Pradikto, 2021). In fulfilling the wishes of learning citizens, it is not enough only through formal channels (Muhammad Arief Rizka., 2017)

Non-formal education programs that provide considerable benefits if managed properly are training activities or life skills. With the application of Freedom to learn, anyone who participates in the training can be carried out by anyone, whether from government institutions or non-government institutions (Juita & Yusmaridi, 2021). The aim achieved is to help all people who follow to have reasoning, be able to analyze, be guided to express and carry out innovative ideas (Sari et al., 2020), and can also solve a problem more responsibly. If the training institution and all training participants can participate in activities in the form of coaching, the results achieved are large enough to assist in carrying out various tasks in life and provide them with experience to cultivate behavior in terms of knowledge. (Efendi, 2017).

In addition, with the freedom to learn with language, everything runs voluntarily without any coercion, they have the right to be free of opinion, free to be creative, and free to learn anywhere and with anyone as long as they are willing and occupied by their intentions. (Sidiq & Muqowim, 2020). At this time developing the creativity of students can be done by giving flexibility so that the goal of Freedom to learn is very appropriate. Defined as creativity, namely a very broad creative power that can collaborate between thoughts, imagination, ideas, and feelings, by giving space to create a motion of experimenting, exploration, so that they are independent in the sense of learning to become fully human, namely they get full educational independence.

The development of non-formal education in the era of Freedom to learn at this time has changed the paradigm of education which previously viewed education only as centered on the school and classroom environment. (Ivan, 2021). With the Freedom to learn program, it is no longer a worry to find learning resources and learning media, especially without having to worry about space and time.

This is what is referred to as the concept of Freedom to learn which embodies the reaction to the era of the industrial revolution 4.0. It can be interpreted that the concept of Freedom to learn with the view of education outside of school is education not only as a substitute or complement, (Karim, 2017) but provides change as the development of interests and talents of each individual. Freedom of learning is essential for the freedom of learning and knowledge as well as the flexibility of the institution administering the running program to be owned by the whole community. In the era of independence, learning values is not an important focus but also requires skills, attitudes, skills, and others.

## Conclusion

The concept of freedom to learn aims to free the minds of all educators and students, who are involved in the world of education. Giving freedom to institutions to explore various abilities, running of their own volition, free of opinion, free to be creative, free to study anywhere and with anyone with maximum positive values possessed by learning citizens. Non-formal education programs with a view of Freedom to learn have a huge impact on the whole community. Programs that are felt to be very influential in this regard are youth education, skills education, training education, and community learning activity centers.

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