

Innovation in Non-formal Education in Indonesia

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Abstract: *Non-formal education has a strategic role in improving the quality of Indonesia's human resources. One effort to maximize the strategic role of non-formal education is to innovate non-formal education. This research aims to identify innovations in non-formal education in Indonesia. This research uses a qualitative, descriptive approach and literature study. Research data comes from journal articles related to non-formal education innovation from the Google Scholar database. The research results show that non-formal education innovation has been carried out in nine dimensions: social innovation, non-formal education supervision, institutional communication, the strategy of adversity quotient, standard operational procedures, methods, learning media, programs, and learning innovation. Therefore, the government needs to support the development of non-formal education innovations to optimize its strategic role in developing human resources in Indonesia. Apart from that, non-formal education entities need to increase collaboration with their strategic stakeholders.*

Introduction

Innovation in non-formal education has been driven by the development of human resource competencies in the last two decades (Denkowska et al., 2020; Mursid et al., 2022). Non-formal education has a strategic role in fostering democratic character (Laksono, 2017). Abdelhamid (2024) identified three student experiences in non-formal education: increased self-awareness, self-efficacy, and social competence. Setiyadi et al. (2020) found the importance of work procedures and procedures in running non-formal education institutions. Furthermore, the implementation of non-formal education is in line with the mandate of the opening of the 1945 Constitution, National Education System Law No. 20 of 2003, and Government Regulation No. 73 of 1991 concerning Out-of-School Education. One effort to maximize the strategic role of non-formal education is to innovate non-formal education (Sa'diyah et al., 2021). Therefore, innovation in non-formal education must be of concern to various parties.

Non-formal education is related to efforts to develop quality attitudes and skills related to life to develop and build self-competence and social competence in social life (Melania et al., 2024; Mursid et al., 2022). Furthermore, Cristea (2010) explains that non-formal education is a human personality development-training activity that is carried out in an organized and planned framework, flexibly and optionally in school and extra-school environments, in addition to formal type programs (Petrescu et al., 2015). Partini & Hidayat (2024) argue that non-formal education complements formal education to develop students' potential by focusing on knowledge, skills, and attitude development in educational units, course institutions, training institutions, study groups, community learning activity centers, and similar things. Other.

Law Number 20 of 2003 concerning the National Education System explains that non-formal education is an educational pathway outside formal education that can be implemented in a structured and tiered manner. The regulation also states that non-formal education is provided for community members who need educational services as a substitute, supplement, and complement to formal education to support lifelong education. Apart from that, Siswati et al. (2020) explained that non-formal education is also related to education for those who do not benefit from regular classes, such as youth clubs for adults and continuing education, community education, personal development programs in the areas of culture, language, fitness, and other arts.

Furthermore, Suryono and Tohani (2016) argue that innovation of non-formal education is the most critical part of out-of-school or non-formal education in providing educational services, especially for community groups who do not receive school education services for specific reasons. Innovation in non-formal education programs can be carried out with initiative and program design based on community needs and environmental potential (Rafi et al., 2023). For this reason, innovation capacity is needed to produce innovation to increase the productivity and usefulness of educational institutions (Tohani, 2022).

However, non-formal education innovation cannot be explained optimally. This condition is caused by implementing program development strategies that need to be better patterned (Rafi et al., 2023). Apart from that, Indonesia lacks needs to be a comprehensive picture of non-formal education innovation. Therefore, an integral picture of non-formal education innovation is needed to increase the contribution of non-formal education to the development of Indonesia's human resources. Therefore, efforts must be made to identify non-formal education innovations implemented in Indonesia.

Various analyses discuss non-formal education innovation in Indonesia. Suryono & Tohani (2016) discusses non-formal education innovations to provide services for community groups who do not receive school education services. Furthermore, Herwina et al. (2022) discuss innovations in non-formal education governance in handling the crisis in community learning services during the COVID-19 pandemic. Meanwhile, Irvansyah et al. (2023) discuss the success of non-formal education managers in implementing social entrepreneurship from the aspect of social innovation.

Meanwhile, a comprehensive discussion of non-formal education innovation in Indonesia still needs to be expanded. In line with this information, research on non-formal education innovation in Indonesia needs to be carried out because it can provide comprehensive information regarding the development of non-formal education innovation in Indonesia. The findings can be used as a basis for research to overcome society's limitations in participating in non-formal education. The results of this research can also be utilized by the Government and related stakeholders who wish to optimize the role of non-formal education in developing Indonesia's human resources. Therefore, this research provides an overview of non-formal education innovation in Indonesia.

Methode

This research uses a qualitative method with a literature study approach. Qualitative methods are the first step in exploring non-formal education innovations in Indonesia (Murdiyanto, 2020). Data was obtained by identifying and reviewing reference literature documents (Kusumastuti & Khoiron, 2019; Sjaiful, 2023; Wiharjo & Wulandari, 2023). The research data source related to the research theme comes from Google Scholar. Data were analyzed descriptively and grouped into several dimensions, including the definition of innovation, innovation theory, and innovation practice.

Result and Discussion

Definition of Innovation

According to Aryanto et al. (2021), the word innovation etymologically comes from the Latin innovation, which means renewal and change. Aryanto et al. (2021) explain that the verb for innovation is *innovo*, which means to update and change. Furthermore, according to Ikhwan et al. (2019), innovation is a new change towards improvement carried out deliberately and planned. Furthermore, Ikhwan et al. (2019) explain that educational innovation is an idea or ideas, methods, or goods that a person or society perceives as something new, whether it is a new opposite or a new discovery that is achieved to solve educational problems. In the end, Rafi et al.,

(2023) identified four indicators of PNF program innovation, namely: (1). Has certain specificities or characteristics (according to environmental potential); 2). Has creative value; 3). Have a plan; and 4). Have real/concrete goals.

Innovation Theory

The Organization for Economic Co-operation and Development (OECD) identifies four innovation-related theories: circular flow theory, four-stage theory, chain-link model, and health innovation cycle model (Suryono & Tohani, 2016). Suryono & Tohani (2016) explains that the circular flows theory was developed by Dankabaar (2004), who views science and technology as essential but insufficient; the source of knowledge is innovation. Furthermore, Suryono & Tohani (2016) explained that based on the circular flows theory, knowledge requires three circulars: creation, transfer, and dissemination. Besides, knowledge must be continuously owned, absorbed, applied, and innovated.

Furthermore, the four-stage theory NEA (2007) developed states that innovation activities are all scientific, technological, organizational, financial, and commercial stages directed toward implementing innovation (Suryono & Tohani, 2016). Suryono & Tohani (2016) identified four innovation activities: research and development, demonstration, early deployment, and widespread dissemination. The chain-link model theory emphasizes the interaction between market opportunities, knowledge base/possession, and organizational capabilities ((Suryono & Tohani, 2016). Ultimately, the health innovation cycle model theory illustrates that the innovation process is not simple but involves various things related to actors and institutions.

Innovation Practices

Innovations in non-formal education in Indonesia have been carried out in various entities: Early Childhood Education (PAUD), Community Learning Activity Centers (PKBM), and Course and Training Institutions (LKP). PAUD is an educational unit that carries out coaching efforts aimed at children from birth to the age of 6 (six) years, which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. Furthermore, PKBM is a non-formal education unit that is a forum for various community learning activities directed at empowering potential to drive social, economic, and cultural development. Ultimately, LKP is a Non-formal Education unit organized for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, do independent business, and continue their education to a higher level—in detail, presented in Table 1.

Table 1. Dimensions of Non-formal Education Innovation

No	Entity	Dimensions	Description	Source
1	PKBM	1. Social Innovation	Social innovation is carried out to provide awareness and skills in responding to social problems through dialogic and participatory education, which includes ecological aspects, skill learning, and economic aspects.	Irvansyah et al. (2023)
		2. Program Innovation	Program innovation consists of service, capacity building, and community welfare.	Rafi et al. (2023), Rizka & Hardiansyah (2016), and
		3. Institutional Communication	A form of governance innovation during the pandemic is strengthening communication between institutions under the auspices of professional organizations.	Herwina et al. (2022)

		4. Implementation of SOPs	Strict implementation of Standard Operating Procedures (SOP) during the Covid-19 pandemic.	Herwina et al. (2022)
		5. Strategy of Adversity Quotient	Adversity quotient strategies include: (1) Organizing learning activities flexibly in terms of time so that they do not interfere with students' daily activities; (2) Providing learning at affordable costs so that it does not burden the community in participating in learning; 3) Making the community the leading partner in continuing teaching and learning activities at PKBM, and 4) Building synergy with local village officials.	Sa'diyah et al. (2021)
2	PAUD	1. Program Innovation	Program innovations in early childhood education are nature-based, agricultural-based, local culture-based, natural disaster-based, bilingual, and religiosity-based.	Fadlillah (2015)
		2. Learning Innovation	Learning innovation in early childhood education uses the Beyond Center and Circle Time (BCCT) model.	Fadlillah (2015)
		3. Learning Methods	Non-formal education innovation is primarily centered on advancing content and learning processes, with a particular emphasis on evolving methods and approaches.	Suryono & Tohani (2016)
		4. Learning Media	Non-formal education innovation focuses on innovation in content and learning processes, especially in learning media.	Suryono & Tohani (2016)
3	LKP	1. Institutional Communications	A form of governance innovation during the pandemic is strengthening communication between institutions under the auspices of professional organizations.	Herwina et al. (2022)
		2. Implementation of SOPs	Strict implementation of Standard Operating Procedures (SOP) for learning during the Covid-19 pandemic.	Herwina et al. (2022)

Source: from various sources

Table 1 shows that innovation in non-formal education in Indonesia has been carried out by PKBM, PAUD, and LKP entities. PKBM has innovated non-formal education in five dimensions: social innovation, program innovation, institutional communication, application of sops, and strategy of adversity quotient. Furthermore, PAUD entities have innovated non-formal education in four dimensions: program innovation, learning innovation, learning methods, and learning media. Ultimately, the LKP entity has innovated non-formal education in two dimensions: institutional communication and implementation of SOPs.

Conclusion

Non-formal education has a strategic role in improving the quality of Indonesia's human resources. One effort to maximize the strategic role of non-formal education is to innovate non-

formal education. This research aims to identify innovations in non-formal education in Indonesia. This research uses a qualitative, descriptive approach and literature study. Research data comes from journal articles related to non-formal education innovation. The research results show that non-formal education innovation includes dimensions: social innovation, non-formal education supervision, institutional communication, the strategy of adversity quotient, standard operational procedures, methods, learning media, program, and learning innovation. Therefore, the government needs to support innovation development in non-formal education. Apart from that, non-formal education entities need to increase collaboration with their strategic stakeholders.

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