Social Empowerment of Uncapable Communities through Formal Education and Informal Education in Cirebon City

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Abstract

This study aims to investigate the social empowerment of underprivileged and low-income communities through both formal and non-formal education in Cirebon City, West Java. The research method used is a literature study that focuses on the theme of Community Social Empowerment, formal and non-formal education. Resources come from secondary data in the form of public documents from the Office of Social Workers and Transmigration; Strategic Plan Document (RENSTRA) Cirebon City Education Office 2016-2021; and relevant literature. The results of the study consist of two sub-discussions. First, social empowerment of underprivileged communities through formal education is carried out in a simple and synergistic manner in accordance with the conditions of the community. Second, empowerment of low-income communities through non-formal channels is carried out through the concept of the Community Learning Activity Center (PKBM) and the Course & Training Institute (LKP). Both educational programs are said to be successful if there is a change for the better where the influence can be seen in the formation of characters such as self-confidence, creativity, and individual independence. The expected implication is that local governments can evaluate the Strategic Plan (RENSTRA) of the Cirebon City Education Office for 2016-2021 and carry out intense collaboration by collaborating with the private sector and educational institutions so that in the future, community social empowerment has a better contribution to national development. Both educational programs are said to be successful if there is a change for the better where the influence can be seen in the formation of characters such as self-confidence, creativity, and individual independence. The expected implication is that local governments can evaluate the Strategic Plan (RENSTRA) of the Cirebon City Education Office for 2016-2021 and carry out intense collaboration by collaborating with the private sector and educational institutions so that in the future, community social empowerment has a better contribution to national development. Both educational programs are said to be successful if there is a change for the better where the influence can be seen in the formation of characters such as self-confidence, creativity, and individual independence. The expected implication is that local governments can evaluate the Strategic Plan (RENSTRA) of the Cirebon City Education Office for 2016-2021 and carry out intense collaboration by collaborating with the private sector and educational institutions so that in the future, community social empowerment has a better contribution to national development.

Keywords: *Community Social Empowerment, Formal and Non-Formal Education.*

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A. INTRODUCTION

The study of the poor is an integral part of the reform agenda of the United Nations (UN) and countries in the world in order to promote human development, reduce inequality, and fight poverty. The COVID-19 pandemic has prompted the world to reframe development priorities and strategies. The United Nations has also supported Indonesia to ensure that the most vulnerable groups such as the poor and

low-income communities can obtain inclusive social protection through the UN Covid 19 Multi-Partner Trust Fund and adaptive social protection programs.

In addition, the United Nations and Bappenas launched the United Nations sustainable development cooperation framework for 2021-2021 with four priorities, one of which is inclusive human development and inclusive economic transformation (Bappenas, 2021). To maintain the commitment to the realization of sustainable development goals in order to improve human development and accelerate an inclusive economy, of course, it is very important to create the right strategy and synergy from all stakeholders. Edwards (2019) explained that community social empowerment through education management (CBM), especially in the context of underprivileged and low-income communities, can be an alternative to a fairly successful development program.

National development through education is one of the government's flagship programs that continues to be promoted in order to create skills, encourage national and regional growth and increase work productivity (Yuliana, 2018). According to Siregar (2017), education is a form of real investment in human resources capable of making a major contribution to national income. As mandated in the Preamble to the 1945 Constitution, the government has the responsibility to realize general welfare and educate the nation's life.

The government's role in community social empowerment certainly requires the integration of regional development planning based on the conditions and potential of the community, especially in rural areas. The government has channeled the village fund budget for 2020 amounting to Rp 72 trillion. Village funds are aimed at empowering rural communities focusing on improving the quality of human resources through the development of entrepreneurship, the education sector, and the health sector (Kemenkopmk, 2020). The government has also provided a proportion of the 2021 Ministry of Education and Culture budget ceiling of IDR 81.5 trillion.

The education budget is transferred directly to the regions so that local governments can establish and implement strategic plans for national education goals(Kemendikbud, 2021). With an extraordinary amount of budget from the government, of course, it must be supported by education. Without the right strategy, budget policies in the education sector can become ineffective (Arifah, 2018).

The condition of the poor and low-income people is one of the intensive problems that until now continues to be the object of national development (Sholihah & Firdaus, 2019). Various community social empowerment programs are increasingly being promoted as the Strategic Plan (Renstra) of the Directorate General of Social Empowerment for 2020-2024 in supporting the idea of developing Community Social Empowerment policies. Inability and ignorance due to low levels of education, both formal and non-formal, results in low productivity and community independence (Bappenas, 2021).

Social empowerment is basically a strategy to increase the power or strength of individuals, institutions and communities for sustainable prosperity (Wali et al., 2017). Therefore, social empowerment policies need to be more oriented towards achieving goals. Community social empowerment does not make people more dependent on the government but so that people can be independent with the provisions they get through education.

Previous research on strategies for improving non-formal education activity programs found the importance of building useful programs for independent and focused communities in achieving national education goals. (Meilya, Siregar, & Fauzi, 2021) Community social empowerment also requires exploring new ways to enable public participation. Previous literature analyzes the policy framework, community aspirations, and assesses its potential to determine the right program for social empowerment (Revell & Dinnie, 2020; Rahmat & Mirnawati, 2020).

The researcher identified that research on social empowerment aimed at underprivileged and low-income communities is still minimal. Previous studies focused on community social empowerment through integrated services (Suyatno & Mujiyadi, 2015), implementing the concept of lifelong education through non-formal education (Lukman, 2021; Hoerniasih, 2019), and community assistance activities through the KPM-IK STAIM program (Masrifatin, Putri, & Anwar, 2021).

The novelty of the research is shown in an in-depth study of the formal and non-formal education pathways for the underprivileged. Based on the background of the problems that have been raised, this research has three problem formulations as follows: (1) how is the Social Empowerment of Underprivileged Communities Through Formal Education?; (2) how is the Social Empowerment of Low-Income Communities Through Non-formal Education Pathways?.

B. LITERATURE REVIEW

1. Community Social Empowerment Theory

The basic concept of community empowerment arises from activities and efforts to strengthen social capital from a community group. Empowerment efforts are intended to build community capabilities by encouraging and providing motivation so that people are able to develop their potential (Herrmann, 2012). The main concept of empowerment combined power and inequality can be seen from the point of view; (1) pluralism as an empowerment process to help disadvantaged community groups to be able to compete; (2) elitism as an effort to empower the elite, considering that people are often powerless because of the power of the elites; (3) structuralism as empowerment in order to fundamentally eliminate forms of structural inequality; and (4) post-structuralism as empowerment that emphasizes the intellectual aspects of praxis for the development of new and analytical thinking (Ife, 2001).

According to Zimmerman (2000) empowerment theory has a value orientation to understand the process and consequences of efforts to control decisions that affect life, the function of various organizations, and the quality of life.

Social empowerment is a process of building a community or an effort directed at making people who experience social problems have power, so that they are able to meet their basic needs. Social empowerment has the ability to realize the strengthening of potential capacity and social welfare resources in the context of implementing social welfare (Noor, 2011). The main objectives of community social empowerment, namely; develop the community's ability to analyze their own conditions and potential, change people's behavior for the better, and organize themselves to be able to overcome various problems (Maryani & Nainggolan, 2019).

Community empowerment is motivated by the low socio-economic conditions of the community so that it requires efforts for community resilience by utilizing existing resources (Revell & Dinnie, 2020). Social empowerment is not only about funding but also improving the capacity of human resources and the institutions that support it. Community social empowerment can be implemented through social assistance, educational processes, and business development (Mulyana, 2019; Miradj et al., 2014; Graha, 2009)

2. Educational Theory

Educational theory studies a concept that is used in the process of changing the attitudes and behavior of a person or group in an effort to mature humans through certain teaching and training efforts. Educational theory can be understood as a set of rational and systematic explanations in a system of concepts. Educational theory can produce different designs in order to create a society with a specific purpose. Education is the basic capital of a nation's development in an effort to empower all potential human resources through certain goals, objectives, and interests concerning intrinsic, instrumental, and transcendental values (Sholihah & Firdaus, 2019).

According to Sukmadinata (1997) to achieve certain educational goals, the theory of education is divided into four types. First, classical education based on classical philosophy. Classical education seeks to maintain and continue cultural heritage and emphasizes the more dominant role of educators to provide information on the treasures of knowledge (organized logically and systematically) to students who tend to be passive (Miller, 2014). Second, personal education has the assumption that education must be able to develop the potential of students. Students have a more dominant role as the main actors of education, while educators only act as mentors or facilitators. Third, educational technology focuses on mastering competencies and other practical abilities rather than maintaining the old culture. In this theory, the content of education is chosen by special experts that lead to vocational skills using certain program designs or teaching with the help of technology such as online learning (Ally, 2008).

The role of students is carried out actively, while educators function as learning directors who deliver more learning materials. Fourth, interactional education, namely education that focuses on studying facts and experimental understanding based on the philosophy of social reconstruction. Interactional

education occurs through interaction and collaboration between educators and students (Asror, 2019).

C. METHODS

This study uses a literature study method that aims to examine the social empowerment of the underprivileged and low-income communities through education. Literature study for social research is understood as a series of activities related to the methods of collecting library data, synthesizing, and managing research materials as scientific evidence related to certain problems studied by researchers. The underprivileged and low-income communities that the researcher refers to in this research are people in the Cirebon City area, West Java, Indonesia. By using literature studies, researchers can obtain more sources of literature information related to social empowerment, remote indigenous peoples, education pathways.

The research data includes all facts about the social empowerment of the underprivileged and low-income communities through education which is used as material for compiling a literature study. This data must be crucial because it becomes the basis of proof of the theoretical basis and provides answers to the three problem formulations that the researcher put forward. The source of data comes from secondary data from public documents in the form of public documents from the Social Service, Manpower and Transmigration; Strategic Plan Document (RENSTRA) Cirebon City Education Office 2016-2021; and relevant literature covering the themes of Community Social Empowerment, formal and non-formal education.

The researcher uses content analysis found by Krippendorff (2018) to guide in-depth research on the problem of social empowerment of the underprivileged and low-income communities through education. Data analysis consists of eight steps, namely formulating research problems, conducting literature reviews, determining units of analysis, determining themes, making categorizations and coding guidelines, collecting secondary data, coding data, and processing data to answer questions and obtain research conclusions.

D. RESULTS AND DISCUSSION

1. Social Empowerment of the Underprivileged Through Formal Education

The first findings reveal that social empowerment of the underprivileged through formal education is carried out in a simple and synergistic manner according to the conditions of the community. The ATS data collection will also be very useful in anticipating the poor who drop out of school and supporting the Smart Indonesia program so that it is right on target. This program is a follow-up to the program of the Ministry of Villages and PDTT in collaboration with UNICEF and the Ministry of Education and Culture. Application of Data Collection for School-Age Children who are not in School (ATS) as an effort to extract information about

children aged 6-21 years who are not in school and do not continue their education because they are underprivileged (Kemendikbud, 2017).

This data collection process will be very useful for the allocation of the education budget ceiling provided by the central government directly to local governments. Generally, this data collection is intended for children whose parents are KPS or KKS holders and who already or do not have KIP in order to obtain formal education services. The form of education services in the formal pathway program is so that they can get back to school (N & Sujiwo, 2007). Unfortunately, the study found that this collaboration program experienced various obstacles and problems in collecting ATS data, such as data accuracy, no data updates, and lack of involvement of associations or partners. Responding to this, PP PAUD and Dikmas West Java as UPT Directorate General of PAUD and Dimas consider it necessary to develop a more up-to-date ATS data collection model (Priyanka, 2020).

Social empowerment is carried out by referring to the Republic of Indonesia Government Regulation No. 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education; Decree of the Director General of Social Empowerment. Examining more deeply the social empowerment activities of the underprivileged through formal education carried out by the Cirebon City Education Office as a vision of a clean, religious, advanced, just, prosperous and great city, education seems to be one of the main priorities of the flagship program. (Consider data 1).

(1) "The government in the research location has ten flagship programs, namely; (1) I-CETA is a program to provide first aid solutions for humanitarian and emergency problems; (b) LE-DIG a program to realize smart villages by installing wifi in every Village Hall; (c) close to a program to reduce crime and accident rates; (d) ALU-R a program to produce the Cirebon Mayor's Office Pendopo square; (e) dok-maru a health service program that provides services directly to residents' homes; (f) PE-RI, an economic empowerment program that is given to women Retired Migrant Workers in Indonesia; (g) KRUW-CIL a program that provides credit to small stalls and MSMEs to boost the economy; (h) BER-SULING, a program for traveling at dawn in the sub-district; (i) JA-KET Kejar Package program which includes study groups (Kejar) Packages A, B, and C, which is held free of charge; and (j) LA-DA program which aims to record and take inventory of Regional Property (BMD)."

These programs are carried out so that the acceleration of development in Cirebon City can realize social justice for all its people. From the source of the data obtained, although the education pathway is not the only social empowerment program, in fact it has a major contribution to independence as a citizen. There is limited access to basic social services (Arfianto & Balahmar, 2014), unpreparedness of stakeholders (Permana, Sasmito, & Gunawan, 2018), remote geographical factors, and closed society (Hulu, Harahap, & Nasution, 2018), making the education route difficult for the government to carry out. This is why the majority of previous

studies highlight strategic steps for social empowerment that can be taken so that the formal education pathway can be effective as a social empowerment program for the underprivileged. It is very clearly stated in the Government Regulation of the Republic of Indonesia No. 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education.

(2) "Education Management is the arrangement of authorities in the administration of the national education system by the Provincial Government, Regency/City Governments, community-established education providers, and education units so that the education process can take place in accordance with national education goals. In addition, the management of educational units is based on the principles of non-profit, accountability, quality assurance, transparency, and access to justice."

Thus, community social empowerment through formal education must carry out the five principles of the education unit as stated in the government regulation. The Director General of Social Empowerment cooperates with the local government as the manager of education and education so that the education process for the underprivileged can take place in accordance with the goals of national education.

Formal education for the underprivileged through; (1) basic education level, namely early childhood/Raudhatul Athfal, kindergarten, elementary school/Madrasah Ibtidaiyah/equivalent; (2) junior secondary education level/Madrasah Tsanawiyah/equivalent; (3) upper secondary education level/SMK/Madrasah Aliyah/equivalent. In addition, in implementing the right formal education path, it must also pay attention to the situation of the underprivileged so that they can easily adopt and receive the education provided. A previous study conducted by Edwards (2019) explained that community social empowerment pays attention to various aspects of education management (CBM) including community conditions to create synergy from all stakeholders.

Government Regulation No. 17 of 2010 concerning the Management and Implementation of Education explains that, "Education pathway is a vehicle through which students develop their potential in an educational process that is in accordance with educational goals. The formal education pathway is a structured and tiered educational path consisting of basic education, secondary education, and higher education. If studied more deeply based on classical educational theory and technology, then the social empowerment of the community must emphasize interaction, providing information on knowledge treasures logically and systematically and mastering practical competencies and abilities with the help of ICT (Asror, 2019; Miller, 2014; Ally, 2008).

Thus, it is clear that the social empowerment of the underprivileged through formal education is strongly supported by the central government and local governments. This is stated in the public document of the Office of Social, Manpower and Transmigration; Strategic Plan Document (RENSTRA) Cirebon City Education Office 2016-2021. Thus, it is hoped that formal education can be felt by the

underprivileged so that they can develop themselves to carry out their lives and national development in the future.

2. Social Empowerment of Low-Income Communities Through Non-formal Education Jalur

The second finding revealed that the empowerment of low-income communities through non-formal channels was carried out through the concept of the Community Learning Activity Center (PKBM) and the Course & Training Institute (LKP) so that the community's economy increased by referring to the Strategic Plan (RENSTRA) of the Cirebon City Education Office for 2016-2021. and in collaboration with the Social Service, Manpower and Transmigration in accordance with Regional Regulation No. 2 of 2014 concerning the Regional Office of Cirebon City (Consider data 3)

(3) "The Department of Social Workforce and Transmigration has three main functions to carry out regional government affairs in the social, labor, and transmigration fields, both services and empowerment of people with social welfare problems (PMKS) and their handling, potential sources of social welfare (PSKS), and their development. overcoming unemployment, be it community-based, competency-based or entrepreneurship education and training in order to provide skills and create job opportunities."

Non-formal education is an educational pathway outside of formal education that can be carried out in a structured and tiered manner. PKBM and LKP are non-formal basic education as a forum for various community learning activities that are expected to be able to increase knowledge, productive skills, and the economic potential of low-income communities. Generally, the institutionalization of PKBM is carried out by utilizing village halls and multi-purpose buildings, both owned by the local government, schools, and private property that are willing to be used as PKBM. PKBM through non-formal education can reduce poverty (Raharjo, Suminar, & Mu'arifuddin, 2016). Interestingly, non-formal education through PKBM and LKP collaboratively is able to increase community participation (Danial et al., 2019). This is why the non-formal education path is one of the social empowerment alternatives for low-income communities. (Consider data 4)

(4) In the Strategic Plan (RENSTRA) of the Cirrebon City Education Office for 2016-2021, it is explained that the increase in the contribution and role of non-formal education aims to support the success of the normal education program for primary and secondary education and the eradication of illiteracy. In addition, developing activity programs and increasing the quantity and quality as well as the competence of non-formal education supervisors (PNF) and tutors in the non-formal education pathway.

From the explanation of RENSTRA, it can be understood that the local government of Cirebon City has great attention to community social empowerment through non-formal education. This is also shown from various previous literature studies that investigate various factors that affect non-formal education for the poor.

For example, the findings reveal the role of the government in supporting non-formal education through the provision of physical infrastructure (Setiawan, 2021).

Social empowerment is not only about funding but also improving the capacity of human resources and the institutions that support it. Community social empowerment can be implemented through social assistance, educational processes, and business development (Mulyana, 2019; Miradj et al., 2014; Graha, 2009). The literature explains that PKBM through non-formal education channels needs to pay attention to various types of appropriate non-formal education, pay attention to potential sources of labor and MSMEs in the Cirebon City area, West Java (Widiawati & Arfan, 2020).

Various types and forms of implementation can be in the form of courses, internship programs, and other programs that are in accordance with the needs of the people of Cirebon City. Based on data that has been collected through various literatures, it is revealed that the role of non-formal education for low-income people is needed to improve their skills and independence in facing global competition. This strategy seems to be focused by the government on facilities and the development of social empowerment programs.

E. CONCLUSION

Based on the results of the research and discussion, the researchers drew three conclusions. First, the social empowerment of the underprivileged through formal education can be done simply and synergistically so that the community gets a proper education and is easy to adopt. Second, empowerment of low-income communities through non-formal channels is carried out using the concept of the Community Learning Activity Center (PKBM) and the Course & Training Institute (LKP) which emphasizes community skills and independence.

The implication is that the government is expected to carry out its functions as well as possible in order to direct the community to self-reliance and national development through a more equitable educational path and to support PAR in various other superior social empowerment programs. Future research is advised to use empirical studies with a wider research area.

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