Research Article

Adult Education Planning For Non-Formal Education

Mustangin

Nonformal Education Department Universitas Pendidikan Indonesia

Abstract: Non-formal education is one of the study carried out in order to improve the knowledge and skills of individuals held in contrast to the formal education system. Non-formal education is implemented based on the needs of learners. Because it is based on the needs of learners, the non-formal education was also carried out by following the rules of the learner, non-formal education means more flexible. Characteristics of learners to non-formal education usually are adults. The learning process should be based on adult-based learning. One application of science-based adult learning is there in the planning process of learning. Planning adult learning is in the process of preparing lesson plans based on the needs of adults are considered very important for adults.

Keywords: Adult Education; Non-formal Education; Planning Program; Education Management; Learning Process

Introduction

Education is the basis of development of Indonesian capital. Education is one of the ways to overcome problems that exist in society. The issue of education will never end becomes an important issue to be discussed in the national and international level. Education is divided into three include Formal Education, Non-formal Education and Informal Education. This is in accordance with the Education Law No. 20 of 2003 on National Education System, that education is organized through three channels, namely formal education, non-formal and informal. Each type of education that has the characteristics. like in the non-formal education: education is organized in a planned but its implementation is different from the formal system.

Characteristic of learning for non-formal education that is using the adult education approach. Where that's the one of the peculiarities in the non-formal education activities. Adult Education is often known as andragogy. Knowles (1960) revealed andragogy is the art and science of helping adults learn. Non-formal education is one type of educational approach Andragogi. The reason is that a large part of the target learners of adults.

One example of non-formal education in Indonesia is the Community Learning Center (Pusat Kegiatan Belajar Masyarakat). CLC is the educational institution that organizes educational activities one of which is a program of literacy, education Equality. The education program is one aimed at adults, so in the learning process using the approach of adult education.

Based learning adults have striking differences, where adult learning is based on what is owned by the adults themselves. Knowles, Holton, and Swanson (2005) revealed adult education (andragogy) is not an ideology that must be applied completely and without modification. In fact, an important feature of adult education is flexibility, so it is clear that every aspect of the activities of adult education really should be carried out with seriousness as well as the activities of the learning plan should really be done clearly.

The concepts of adult education

Andragogy is always associated with adult education. Andragogi seen as characteristic of adult learning. As has been mentioned by Knowles (Aeby and Aeby, 2013) that Andragogi is an art that directs adult learning. Andragogy associated with adult education, this is because Andragogy more cover on how to teach adults. Herod (2012) explained (2012) one of the reasons that andragogy has been known as "adult learning", andragogy view that adults generally tend to be more distant than the children in terms of their intellectual development, or at least to be capable. Andragogy is one of the pillars of adult education (Hensckhe, 2011). Based on that the discussion of Andragogy more revealing about adult education. Onyenemezu and Amazu
(2012) revealed adult education is organized educational process that could be anywhere, for example adult education as an integral part of education, referring to the process of learning in both formal and informal or non-formal. It emphasizes all forms of functional education programs for youth and adults outside the formal school system.

Adult Education can be seen as all forms of education or processes involving adults throughout their lives to keep their knowledge to continue to grow, expanding their horizons so as to fulfill their understanding of life (Adenediran and Adenike, 2013). From that concept is known that adult education is one of the educational activities in the process involves the active participation of adults as learners. Obasi (2014) revealed adult education includes basic and continuing education, vocational and technical education, higher education and professional development, it is offered through formal, non-formal and informal education and by various actors. Adult education is a whole learning process that lasts officially or unofficially, adults can develop their abilities, enrich their knowledge and improve technical qualifications or their professional or turn it into a new direction to meet their own needs and requirements as part of the community (Hussain and Haladu, 2013). Moreover, Onyenemezu (2012) explained Adult education process of educating adult learners on ways to better manage available resources to achieve the success of socio-political and economic in the effort of their lives and also make referrals that help the personality of individuals and institutions in dealing human problems as well as the communities in which they find themselves. Adult education has the object of study is located on the specificity of the target is an adult, so it has certain characteristics that distinguish what the adult is an adult. The main characteristics according to Onyenemezu and Amazu. (2012) inherent in adults:

a. Adults have accumulated a lot of knowledge and experience in various fields
b. Adults are adults living with the potential physical, psychological, social, moral, economic, political, cultural and community that made them thrive in the community.
c. Oriented adult education is very relevant because adults always wanted to know the reasons behind what ever they want to do.

The development of adult education must refer to the characteristics of adults. The educational process should involve adults to get a successful outcome that will be obtained. Adults have a difference in everything and adults is considered as an object of special educational provision. Similarly, the specificity of practice in education will also influence the process of planning learning activities.

Planning education

Planning is the first step of an activity. Planning is a formal procedure that is used to create the program (Kowalski, 1998). It is oriented to the future and is the first step in creating a program. Learning activities also must have proper planning procedures so that the learning activities successfully. Sabirin (2012) revealed the learning plan is a systematic process performed by teachers in guiding, helping and directing learners to have a learning experience as well as achieving the learning objectives that have been established step by step preparation of learning materials, the use of instructional media, the use of approaches and methods of learning, and assessment in a time allocation that will be implemented at a particular time. Sava (2012) explained planning is seen as a means to achieve the objectives to be achieved.Meanwhile, according to adult education is one of the academic disciplines that have a planning program in its implementation, the planning includes the elements of a good education management. These elements can be done by answering the questions as follows:

1). Where it will be directed learning?
2). What should be discussed in the learning process?
3). How do I do it?
4). How do I determine the success or failure of the learning process?

Planning adult education became a necessity because of the reason is that adults have different characteristics. besides, the purpose of adults carry out education is to increase the knowledge that previously have not been met in addition to the self adults have life experiences that may be just the opposite of what will be learned adults. So need good planning to overcome it.

Adult education program planning

Adult education is an approach based adult education. Adult education is done by looking at the characteristics of adults who are considered to have prior knowledge and experience, has the concept of self
and others. Educational planning process involving adults as learners must also contain an element of adult education. There is some lesson plans are offered that is associated with adult education (andragogy) as follows:

1. The steps taken in the planning despite the adult learning activities, London divides into five planning steps, such as a). Determining the needs of learners; b). Enlist their participation in planning; c). Formulate clear objectives; d). Design a program plan; e) Plan and carry out a system of evaluation (Kowalski, 1980).

2. Another opinion is almost similar was described by Knowles, Holton III & Swanson is a). Determine what is needed by learners to learn b). Creating strategies and resources to achieve the learning objectives c). Applying the learning strategies and learning resources that will be used. d). Assess the achievement of learning objectives and the learning process (Knowles, Holton, and Swanson, 2005).

3. There is also the opinion of the Northwest Center for Public Health Practice (2102) mentions some things were done in adult education are:
   a. Introduction, consisting of 1). Recognizing learners at least the name and background of the work it is used to determine the learning needs and determining of many learners do need special guidance, 2). Determine the purpose of learning to map out what changes will be achieved by learners (Knowledge, Skills, attitude), 3). Determining what kind of learning will be developed.
   b. Developing learning content, including determining what method is suitable for learning.
   c. Applications learning strategies have been prepared.

Some adult education planning studies mentioned above become one of the alternatives that can be modified in a non-formal education adult learners. These studies into one that can be considered in planning for adult education. As has already been mentioned that adult education has a unique character and one of its application in non-formal education.

**Adult education planning for non-formal education**

Non-formal education conducted in Indonesia in various ways, flexibly, not only implemented in the classroom in general. Implementation of Non-formal education can be implemented by agreement learners. For example, for the implementation of literacy programs in the classroom, but programs such as agricultural extension is executed in the village meeting hall.

In this study, the topic of adult education planning will be assessed on the planning process using a combination of theory planning tailored to the characteristics of non-formal education. Therefore it should be on every adult based planning there are three things including:

1. Identify the characteristics of learners

   Assessment of the characteristics of learners is to know the initial conditions of learners before starting the study. Adults have different characteristics that need to be fundamentally first know how the initial conditions required by such learners. The assessment covers social and cultural conditions of learners, learners’ education level, and experience on the subject to be studied in non-formal education.

2. Identify the needs of learners

   This process is to know the needs of adult learners that want to learn in non-formal education. Are there any special requirements to be achieved from the end of the non-formal education. Identification of these needs will not appear on the learners if there is no initiative from the educator or program manager to dig on the needs of learners. Usually students do not know the actual needs of the most important.

3. The planning process in terms of creating a strategy and use of learning resources

   Previous identification process will generate data on the learning needs and characteristics of learners. The next is to plan what strategy is used in doing the learning. This strategy relates to the way educators teach tailored to the characteristics of the adult learners. It is important to develop strategies in early learning to prepare mentally for teaching adults. The reason is because adults have a life experience that may be more than educators in non-formal education.

4. The planning process in evaluating learning outcomes

   The last process in lesson planning is about the assessment of learning outcomes. Although the final process of learning activities, it should be contemplated at the beginning to develop instruments should be used in
order to evaluate learning outcomes. Evaluation can be used is an educator evaluate directly the result of learning or learners also evaluate learning outcomes through the reflection of an individual's ability learners. Characteristics of non-formal education is an education that is conducted outside the formal system. The planning process can be done for the education of adults can follow the planning figure has been compiled. These figures conform with the planning stages of adult-based non-formal education. The figure is as follows:

![Planning Stages For Non-Formal Education Based Adult Education](image)

**Figure. 1 The Planning Stages For Non-Formal Education Based Adult Education**

Planning based education of adults can be done by learners together (need for participation) in education planning that participation is expected of participants development activities including adult education is participation in decision-making on planning activities, implementation, obtaining benefits of development (extension) and evaluation of activities (Baba, et al, 2011). The reason being that adult education factors emphasize the need factors. The participation also led to the mobilization of psychological and physical (changes in knowledge, attitudes and behavior), the participants walked quickly because the program is implemented according to the needs, priorities and conditions available resources (Ife & Tesoriero, 2008). Then in the planning of adult education required a collaboration between educators and learners to achieve success in the educational activity.

**Conclusion**

Planning is the first process in carrying out educational activities, the accuracy of the final result of the process of education one of the factors dalah planning. Planning as a step when implementing capital in the education process. Learning plan can be used by educators in selecting appropriate teaching methods. The education process that leads and can achieve the goals that have been formulated. Moreover, the education process in adults, which adults have different characteristics of children. planning based adults there are at least three things which are as follows:

1. Identify the characteristics of learners
2. Identify the needs of learners
3. The planning process in terms of creating a strategy and use of learning resources
4. The planning process in evaluating learning outcomes.

Implementation planning steps can be done by involving learners. In adults based planning should be an element of participation. Participation is the thing to do in teaching adults. Their participation could be educational programs that have been prepared will be in accordance with what is required by learners. Non-
formal education conducted in Indonesia in various ways, flexibly, not only implemented in the classroom in general. Implementation of Non-formal education can be implemented by agreement Learners.

Acknowledgment

Researcher thanked Education Fund Management Institution has provided assistance for the writing of this paper. Researchers also thank all the team who has helped in data collection.

References