



Learning Strategies for Equal Education Programs for Learning Citizen in Non-Formal Education

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ABSTRACT

Equal education programs in non-formal education units are an important means of ensuring access to education for students who have been marginalized from formal education. In facing complex challenges such as the inability to access formal education for various reasons, learning strategies are key in achieving educational equality. This research aims to explore various effective learning strategies in the context of equality education in non-formal education units. This type of research uses a descriptive qualitative approach, namely exploring social phenomena through observation, in-depth interviews, and text analysis to understand in depth how these learning strategies are implemented and integrated in non-formal learning environments. The research results show that effective learning strategies include creating an inclusive learning environment that pays attention to individual needs, providing a curriculum that is relevant and appropriate to the needs of participants, as well as utilizing technology and innovative learning methods consider specific characteristics of equity education, such as experiential learning approaches, distance learning, or technology-based learning. The implication of this research is the importance of developing learning strategies that are adaptive and responsive to the needs of students in equal education in non-formal education units, thereby ensuring that all individuals have equal opportunities to access education and improve their quality of life.

Introduction

Globalization is the process of incorporation of the world's population into one world citizen (*world citizen*), is also a process of accelerating internationalization of various dimensions of life. The various dimensions of globalization, including economic, cultural, and political integration, and the challenges faced in promoting global justice (Hannerz, 2019; Waters, 2021). In the educational dimension, global flows have a strong influence on educational policies, practices and institutions. Education is faced with demands the importance of building connections between students' lives outside of school and learning in the classroom, which helps strengthen identity in diversity. for example flexibility and adaptation to respond to the demands and opportunities of the world of work. Class activities (learning) are required to be able to equip students with the ability to live side by

side with those who have diverse sociocultural, political, ideological and religious backgrounds. On the other hand, apart from academic quality, learning helps strengthen a sense of *identity* in the diversity of affiliations of views, understandings, or ideologies (Banks, 2021; Gay, 2020; Nieto & Bode, 2020). All of this emerged as a new impetus for the 'world of education' to improve the concept, system and quality of education.

Education campaigns to change traditional ways of learning, *rote pedagogy*, into concepts and models of constructive and multidisciplinary learning (DeVries & Zan, 2020; Hmelo-Silver & Golan Duncan, 2020; Jonassen & Land, 2021). This change in understanding of pedagogy is necessary to provide students with the skills and abilities (*aptitude*) necessary in global life, viz learning is *self-motivated and directed* which emphasizes meeting students' needs in various dimensions. These dimensions include aesthetic, moral, emotional, physical and spiritual dimensions in global life, intellectuality and building knowledge (Fullan & Quinn, 2021; Hargreaves & Fullan, 2020; Zhao, 2020). In the learning process, there is a dynamic interaction between teachers-educators, students and abundant sources of information. Teacher-educators must be able to instill messages (awareness) contained in the material, such as equality, justice, respect for the rights of others, cooperation and interdependence.

In order to adapt to the dynamics of community, local, national and global development in order to realize the functions and goals of national education. To improve the quality and competitiveness of the nation, the government has reorganized the curriculum by issu of Minister of Education and Culture Regulation no. 24 of 2016 regarding core competencies and basic competency lessons in the 2013 curriculum in basic education and secondary education. One of them is related to non-formal education. Non-formal education as part of the education system has the same task as other education (formal education), namely providing the best service to society. Alternative services programmed outside the school system can substitute, supplement, or complement to formal education in the school system (Ahsan & Maal, 2021; Ong & Ibrahim, 2020; Srivastava, 2020). They also discuss the role and impact of alternative schools on students who need a different educational approach. The targets of non-formal education are increasingly diverse, not just serving the poor, people who are still blind to basic education, people who have dropped out and dropped out of formal education, people who do not have access to formal education. the role of non-formal education in sustainable development, including how non-formal education can target special groups such as isolated tribes, rural communities and border areas. This provides an overview of the importance of non-formal education in overcoming inequality and achieving sustainable development goals (Farid & Narayanan, 2020; UNESCO, 2019; Ward & Tedmanson, 2017). Changes, development and expansion of non-formal education provide a new appreciation and nuance for non-formal education's ways of providing education for society, especially adults, both for those who do not have access to formal education and those whose formal education has proven to be inadequate. adequate and irrelevant to life and situations developing in the community environment.

Equal education is an effort to provide access to education to individuals who have not or cannot complete formal education. In this context, non-formal education units have a very significant role in providing equal education programs for students (Basyaruddin &

Syamsu, 2020; Gao & Zhang, 2021; Kose & Kilic, 2020). According to UNESCO, equality education is important for achieving sustainable development goals because it provides opportunities for all individuals to develop their potential, improve the quality of life, and participate actively in society (UNESCO, 2015). The background to equal education is often related to issues of accessibility to formal education, such as geographical distance, cost, or limited facilities. Apart from that, the lack of opportunities or limited opportunities to attend formal education is also a significant factor in driving the need for equality education (Ross & Walker, 2017; UNESCO, 2015). The flexibility of equivalency education that allows students to study according to their own schedules and needs is also a major attraction, considering that many adults have family or work responsibilities (Marsigit, 2020; Salamat & Hashim, 2021; Shehzadi et al., 2020). Therefore, developing effective and inclusive learning strategies in non-formal education units is very important to ensure that equal education truly provides benefits to all students without exception.

On the other hand, the equality program, which is a part of non-formal education, makes a very important contribution to education, especially non-formal education (Hinton & Erwin, 2021; Parchoma & Reinders, 2021; UNESCO, 2020). Equality education as part of non-formal education encourages developing the potential of students (learning citizens) with an emphasis on mastering academic knowledge and functional skills as well as developing professional attitudes and personalities. The function of equal education remains relevant considering the large number of out-of-school children within and between levels of education, and the number of unemployed and underemployed, especially young people, from year to year; as well as the reality of the consequences of geographical conditions and the imbalance in the level of development progress in Indonesia so that there are still outer, frontier (border) and underdeveloped areas or known as 3 T areas, the existence of several disaster or conflict prone areas (Rahmad & Fitriani, 2021; UNESCO, 2020; Wijayanti & Nugroho, 2021). Therefore, the presence of the state to provide equal education is still necessary. There are still many school age children who are not in school and many people who are working and do not yet have a diploma to acknowledge their academic qualifications, indicating that the existence of equal education can be an alternative education for society.

The aim of this research is to identify and develop effective learning strategies in the context of equal education for students in non-formal education units (Marini & Wulandari, 2021; Mufarokhah & Setyawan, 2020). This can include creating an inclusive learning environment, providing a curriculum that suits participants' needs, and adopting relevant and innovative learning methods and technologies. The novelty of this research could include the development of learning strategies that take into account the special characteristics of equity education, such as experience-based learning approaches, distance learning, or technology-based learning. In addition, new approaches in measuring and evaluating program success can also be part of this novelty, to ensure the effectiveness and relevance of the learning strategies implemented.

Research Methods

This study uses a descriptive qualitative approach, namely exploring social phenomena through observation, in-depth interviews, and text analysis to understand in depth to explain the analysis of the data obtained. (Kim, 2020; Patel & Gupta, 2021; Smits-Engelsman & Verbecque, 2022). This method was chosen with the aim of being able to describe learning strategies for equality programs in non-formal education units. The data collection techniques used are through observation, questionnaires and interviews. The subjects of this research were tutors and auxiliary teachers in the *sanggar kegiatan belajar* (SKB) of Kendari City, Ranomeeto and Moramo, South Konawe Regency, Southeast Sulawesi province, totaling 32 people.. The reason for choosing this location was the proximity of the location and one area within the same district, making it easier to collect data. The collected data is coded A, B and C according to the subject's origin. To find out the learning strategy in the equality program carried out by the educational unit, three indicators were chosen, namely creating an inclusive learning environment, providing a curriculum that suits the needs of participants and adopting relevant and innovative learning methods and technology adapted from several studies (Azizah & Suryandari, 2021; Hidayati, 2020; Rohman & Nugroho, 2021; Wulandari & Widodo, 2022). Data were measured using a four-point Likert scale—very often (4), often (3), rarely (2), and never (1)—before calculating to obtain an average.

These data processing methods and techniques were chosen considering the limitations of the data and the scope of existing research applied to this research. This condition is in line with the opinion expressed by (Bryman, 2016; Creswell, 2014), regarding the selection of appropriate methods and techniques for limited quantitative research.

Table 1. Equity learning indicators

Indicator	Instrument
Creation of an inclusive learning environment,	1. Acceptance and appreciation 2. Active engagement 3. Preparation scaffolding
Providing a curriculum that suits participants' needs	1. Recognition of diversity 2. Flexibility and adaptability 3. Connectivity with real life
Adopt relevant and innovative learning methods and technology	1. Use of various learning methods 2. Technology integration 3. Innovation and learning approaches

Table 2. Four Scale Likert Scales for Indicator Measurement

Category	Scale	Information
Very good	4	If activities are carried out in accordance with the instrument continuously and routinely
Good	3	If you carry out activities in accordance with the instrument continuously but are not carried out routinely
Pretty good	2	If carrying out activities in accordance with the instrument is not carried out continuously and is not carried out routinely
Not good	1	If you do not carry out activities in accordance with the instrument

The data analysis technique used in this research uses the Miles and Huberman model analysis technique. Data analysis in this research was carried out during data collection, and

after completing data collection within a certain period that the researcher felt was sufficient. At the time of the interview, the researcher had analyzed the answers of the informants interviewed. If the answers given by the informant after analysis are deemed still unsatisfactory, the researcher will continue asking the informant questions until data is obtained that is deemed credible enough for research. Research data analysis activities are carried out interactively and continue continuously until completion so that the data is saturated. The research data that has been collected will be analyzed using steps such as data reduction, data display, conclusions and verification (Creswell, 2014; Miles & Huberman, 2002). Below is presented the research design as follows

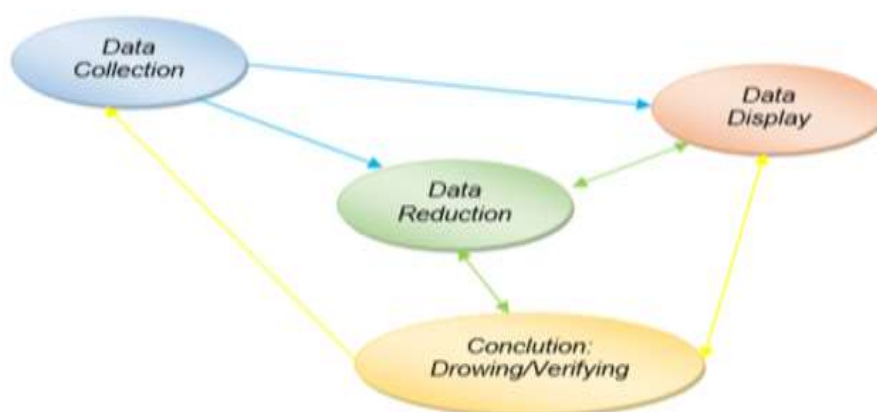


Figure 1. Research design

Data reduction in this research is by summarizing, selecting the main things for the data, focusing on things that are important in learning strategies for equity programs in non-formal education and discarding what does not need to be presented. So the reduced data will provide a clearer picture and make it easier for researchers to collect data at the next stage. After the data has been reduced, the next step is presenting the research data. The data used in this research is presented in the form of narrative text which explains the learning strategies for equality programs in non-formal education (Miles et al., 2020). The third or final step in this research is drawing conclusions or verification. Conclusions in research on learning strategies in non-formal education are presented in the form of descriptions

Findings

In this research, there were thirty-two teaching staff with the status of tutors and teacher assistants who attended three kindergartens located in Southeast Sulawesi, Indonesia. These teaching staff act as research subjects and provide the data needed for it. They were selected based on a predetermined population, namely the Learning Activities Studio (SKB) of Kendari City, Ranomeeto and Moramo, South Konawe Regency, Southeast Sulawesi province. Among several learning activity studios located in this area, three were chosen as places where the research was conducted. These learning activity studios were then grouped into three and coded A, B, and C. In group A there were eleven subjects, consisting of five tutors and six auxiliary teachers, group B had ten subjects, five tutors and five auxiliary teachers, and group C had eleven subjects, with eight tutors and three auxiliary

teachers (see Table 3). Overall, data referring to the type of teaching staff as the subject shows that the majority act as tutors and teacher assistants.

Table 3. Description of respondents

No	Group	Tutor	Help Teacher	Total
1	A	5	6	11
2	B	5	5	10
3	C	8	3	11
Total		18	14	32

The research results found that equality education as a representation of non-formal education is capable of creating an inclusive learning environment, providing a curriculum that suits participants' needs, and adopting relevant and innovative learning methods and technology. This is proven by the results of data processing which shows the average value of each indicator, namely creating an inclusive learning environment, providing a curriculum that suits participants' needs, and adopting relevant and innovative learning methods and technology. after intervention creating an inclusive learning environment with the instruments of acceptance and appreciation, active involvement, provision of scaffolding, the results are quite developed, especially in active involvement and provision of support or scaffolding in the learning process next, providing a curriculum that suits participants' needs includes instruments Recognition of diversity, flexibility and adaptability, and connectivity with real life, the results are still lacking and need support from various parties in the learning process. Meanwhile, relevant and innovative learning methods and technology with instruments using various learning methods, integration of technology and innovation and learning approaches are still lacking

This shows that overall equality education as a representation of non-formal education is capable creating an inclusive learning environment, providing a curriculum that suits participants' needs, and adopting relevant and innovative learning methods and technology still need to be improved. Thus, the importance of developing learning strategies that are adaptive and responsive to the needs of students in equal education in non-formal education units, thereby ensuring that all individuals have equal opportunities to access education and improve their quality of life.

Table 4. Assessment results

Indicator	Instrument	Rating result		
		A	B	C
Creation of an inclusive learning environment,	Acceptance and appreciation	Good	Good	Good
	Active engagement	Good	Good	Very good
	Preparation scaffolding	Very good	Very good	Good
Providing a curriculum that suits participants' needs	Understanding needs	Good	Pretty good	Good
	Flexibility and adaptability	Pretty good	Pretty good	Good
	Relevance in the local context	Pretty good	Pretty good	Pretty good
	Life skills development	Good	Pretty good	Good
Adopt relevant and innovative learning methods and technology	Connectivity with real life	Pretty good	Pretty good	Pretty good
	Use of various learning methods	Pretty good	Pretty good	Pretty good
	Technology integration	Pretty good	Pretty good	Pretty good
		Pretty good	Pretty good	Pretty good

Innovation and learning
approaches

Discussion

Creating an inclusive learning environment in education equality is a process that requires educators and education providers to create conditions that support diversity and the active involvement of all students, regardless of their social, cultural or ability backgrounds. An inclusive learning environment aims to ensure that every individual feels accepted, valued, and has equal opportunities to learn and develop. This is in line with (Cohen, 2018; Howard, 2018; Mastropieri & Scruggs, 2020; Salend & Duhaney, 2021), that the learning environment must promote acceptance and respect for the diversity of students. This includes respecting the diverse experiences, views and abilities of students, as well as avoiding discrimination or negative stereotypes. Ensure that all students feel heard and cared for in the learning process. This can be achieved through group discussions, collaborative projects, and other activities that encourage the participation of all students. In addition, it is important to provide opportunities for students to contribute with their own strengths and interests. Provide necessary support to students with special needs or learning challenges. This includes providing physical accessibility, academic support, and additional assistance according to students' needs so they can participate fully in learning. Encourage awareness and understanding of cultural diversity among students and educational staff. This can include training on equality, justice, and inclusion, as well as recognition of the uniqueness and richness of each individual. Provide a relevant and meaningful learning context for students. This means relating learning material to students' experiences and life contexts, so that they can see the direct relevance of what they are learning. Through this strategy, an inclusive learning environment can provide opportunities for all students to feel accepted and appreciated, and achieve their maximum learning potential in equal education.

Providing a curriculum that suits the needs of participants in equality education is a process that requires a flexible and responsive approach to the individual learning needs of students. This is in line with (Rui & Moreira, 2020; Savov et al., 2019; Scruggs & Mastropieri, 2016; Thomas, 2019) that the first step in preparing an appropriate curriculum is to understand the learning needs, interests, talents and background of students. This involves gathering information about the level of education, abilities, and challenges faced by each individual in the target group. The curriculum must be designed to take into account the diversity of students. This includes providing a wide choice of subjects, levels of difficulty, and learning methods that can be tailored to individual needs and interests. Differentiated learning allows students to learn at a level appropriate to their abilities. The curriculum must be relevant to students' daily lives as well as the social, cultural and economic contexts in which they live. This helps ensure that learning has practical meaning and can be applied in learners' real lives. Apart from academic material, the curriculum must also pay attention to the development of life skills that are important for students' success in the real world. These include social skills, critical thinking skills, communication skills, and information technology skills. Involving students, parents, teachers, and community members in the

curriculum planning process can help ensure that their needs are reflected in the curriculum design. It also strengthens the relationship between the school and the local community. The curriculum must continue to be evaluated to assess its effectiveness in meeting student needs. Based on the evaluation results, changes and adjustments must be made according to feedback from students and other stakeholders. Thus providing a curriculum that suits the needs of participants in equal education can help ensure that each individual has the same opportunity to achieve success in their education and life.

Adopting relevant and innovative learning methods and technology in education is an important step to increase learning effectiveness and meet the learning needs of students with various backgrounds and needs. This is in line with (Banai & Prasetyo, 2021; Heradio et al., 2016; Sari & Lestari, 2020), that relevant learning methods must be selected by considering the characteristics of students, learning objectives, and the context of equal education. Approaches that can be used include problem-based learning, cooperative learning, and project-based learning. This method is designed to facilitate understanding of concepts, build skills, and increase students' learning motivation. Innovative use of learning technology involves the use of software, online platforms, mobile applications, and various other interactive learning tools. This technology can expand educational accessibility, increase student engagement, and provide a supportive learning environment. Examples of inclusive technology are learning videos, interactive simulations, online learning platforms, and adaptive learning applications. Adoption of relevant and innovative learning methods and technologies also involves personalization of learning. Students are given the opportunity to learn at their own pace and learning style. Adaptive learning technologies, learning data analysis, and the use of artificial intelligence can be used to identify individual needs and provide appropriate learning materials. The importance of education and training for teachers in adopting relevant and innovative learning methods and technology cannot be ignored. Teachers need to be given training on how to integrate technology in learning, use available learning tools, and design interesting and meaningful learning experiences for students. By adopting relevant and innovative learning methods and technologies, equity education can become more inclusive, responsive to students' needs, and prepare them to face challenges in an ever-changing society.

The development of learning strategies that take into account the specific characteristics of equity education, such as experiential learning approaches, distance learning, and technology-based learning, marks an important shift in educational approaches. In the face of the diverse needs of learners, this strategy offers greater flexibility and accessibility, allowing individuals to learn according to their needs and preferences. The use of technology expands the learning space, overcomes geographical barriers and provides access to a wide range of educational resources. New approaches to measuring and evaluating program success also add significant value in ensuring the effectiveness and relevance of implemented learning strategies. By focusing on achieving learning objectives, these evaluations help in identifying the strengths and weaknesses of the strategies used, as well as providing valuable insights for continuous improvement. Novelty in measurement and evaluation also accommodates the diversity of students and takes into account various learning outcomes that may vary. Overall, this new and innovative approach reflects a

commitment to improving the quality and relevance of equity education, as well as preparing students to better face the demands of an ever-evolving world. This also illustrates the adaptability of the education system in following technological developments and utilizing them to provide better educational services to all individuals, regardless of their background or limitations.

Conclusion

Creating inclusive learning environments, providing appropriate curricula, and adopting relevant and innovative learning methods and technologies are key to improving the quality of equity education. With a supportive environment, responsive curriculum, and the use of sophisticated technology, students from various backgrounds can feel accepted, involved, and successful in the learning process. This opens up opportunities for broader and quality access to education, preparing students to achieve success in an ever-changing and diverse world.

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