

ABSTRACT

THE IMPLEMENTATION OF LIFE LONG LEARNING PROGRAM IN WEST JAVA

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The development of lifelong learning in Indonesia is mainly inspired by the real condition of community that face high unemployment, increasing poverty, low quality of standard of live, the social gap between the have and the poor, and etc. the condition become the key inspiration of lifelong learning through the development of human potential.

Through lifelong learning, community get wide learning opportunities in regards with their interest, age, and learning needs in the form of group learning, individual learning, and learning through mass media. The learning activities can take place in various sites such as houses, public building, school, play ground, sport ground, youth center, religious service, public library, community learning center, and other places available for community purposes.

The purpose of the study was (1) to review and analyze the concept of lifelong learning in education policies and its implication into plan, strategy, and action program; (2) to collect sample of good practices in implementing lifelong learning in the field; (3) to describe the impact of lifelong learning towards community development in terms of social and economy context.

The result of the study shows that lifelong learning is one of the important aspects in education development in Indonesia. This finding reflected on education policies that conceptualize LLL into basic principles of learning implementation either through formal, non-formal or informal education in various level and education programs. The finding also reflected on policy at municipal, provincial, and national level. Meanwhile the implication of the policy in terms of plan, strategy, and action program is described on RJPMN (National Strategic Development Plan), RJPMD (Local Strategic Development Plan), and Strategic Plan of Education at National and local level.

Good practice of LLL implementation program refers to performance of each program in terms of structure of the program, content material, procedure of implementation, graduates employability, follow up action, structure and qualification of teachers/instructors, and adequate budgetary. Some examples of implementation of LLL are: (1) Program Sekolah Lapang Akselerasi Ekonomi Produktif (SL-AEP) in Sukabumi district, West Java; (2) Qoryah Toyibah Alternative Junior Secondary School in Salatiga, Central Java; (3) Equivalency Program for Remote Community through Community Radio in Cililin West Bandung District, West java; Life Skill-based Literacy Program in Inayah CLC, Makasar, South Sulawesi; (5) Bina Ilmu Early Childhood Care and Eduction in Semarang, Central Java; (6) Community Library in Palembang, South Sumatera; (7) Empowerment Program for Women who Socially and Economically

Vulnerable; (8) Entrepreneurship Courses for Rural and Urban Area (KWD and KWK); and (9) Income Generating Group on Floating Net-Fish Cultivation in Sungai Kapuas, City of Pontianak, West Kalimantan.

LLL impact on community is reflected through the increasing value of a person's self-meaning upon his/her own life, family, and society. Self-meaning means to have the ability to become him/herself, independent and have the capability to define their own way of life. Impact of self-meaning is noted on learners' positive attitude, behavior and better hope towards aspects related both to their own life and to the community social-culture system. These attitudes is measured in three dimensions, namely: (1) changes in oneself habits towards a continuous learner; (2) changes in oneself point of view towards his/her surrounding; and (3) changes in oneself point of view towards a better future. Lifelong learning also gives positive impact on economy aspect. Learners admitted some key indicators such as the attainment of new employment, and the increase gain in terms of income. However, quantitatively it is not clearly defined of how much the change is.

The proposed recommendation of this study mainly deals with policy. Implementation of LLL needs holistic and comprehensive policy supports in each level and institution in order to create lifelong learning culture that, eventually, will create a learning society. In particular, the study recommends: *First*, lifelong learning should underlay the basic principles of implementation of education in Indonesia; *Second*, lifelong learning should emphasize its focus on development of human potential; *Third*, lifelong learning program in formal, non-formal and informal education should take into consideration accreditation system, technology issues, integration in terms of program implementation, quality, and adequate financial support; *Fourth*, lifelong learning institutions, particularly in non-formal education system, should be well assisted, monitored, funded and evaluated in terms of program as well as facilities, learning tools and equipment, and other supporting aspects.