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**PROBLEMATICS AND POTENTIAL ASPECTS OF INVOLVEMENT OF INFORMAL
SECTOR WORKERS IN LEARNING SOCIETY ACTIVITIES**

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ABSTRACT

Kampung Inggris is also called a foreign language village. The number of more than 100 course institutions is in PareKediri Regency, East Java. The involvement of the surrounding community becomes unique and interesting. The problems and potential aspects of the involvement of the informal sector workers in learning society activities. This study uses a qualitative approach that aims to understand social realization. Methods of collecting data with in-depth interviews, observation and documentation. The results of this study indicate the involvement of informal sector workers in learning society activities in Kampung Inggris is a participation that is influenced by high motivation. In achieving the goal must be based on six basic pillars which means that if the implementation of each pillar, in principle there will be a lifelong learning process including having a sense of pride and the desire to share mutual learning.

KEYWORDS: informal sector workers, learning societyactivities, lifelong learningprocess, Kampung InggrisPareKediri Regency, East Java.

1. INTRODUCTION

Kampung Inggris Pare is a township term located along Anyelir Road, Brawijaya Road, Kemuning Road in Tulungrejo Village and Pelem Village, Pare District, Kediri Regency, East Java. Starting from an English language learning center, it is now developing into a village of languages and is known as a unique and interesting phenomenon involving almost the entire community in Kampung Inggris Pare Kediri, there is only one in Indonesia.

Many found the atmosphere and activity in rhythm at every corner, namely the activity of foreign language courses. Kampung Inggris is also called non-formal education program activities. Foreign languages contained in the course institutions are English and other foreign languages, there are more than 100 course institutions in Pare. English courses are one form of course institutions that serve the needs of students to be able to learn and master English both reading, writing, speaking, and listening. In addition to studying at the English language course institutions, the participants also studied with the surrounding community. This is a unique thing because foreign languages are a feature of every individual who masters them.

The pare community is very actively involved in supporting the sustainability of English language learning in Kampung Inggris Pare Kediri. This is called learning society, especially for learners,

namely the course participants who come from various institutions in the English village by applying English in the surrounding environment will improve language skills, including communities around the British village environment, especially informal sector workers, starting from café owners, sellers of siomay-batagor, motorcycle taxi drivers and even becak drivers. The active involvement of the community is only available in Kampung Inggris in Pelem village and Tulungrejo village, Pare district, Kediri district. Seen to be seen in the crowds of sellers of Batagor, there is the inscription "No Bravery No Victory, Never Try Never Know: Let's Practice English With Me". Located in one of the doors of the ojek owner's house "If you want to go, to the railway/train station, to the bus station, to the Kediri tourism, come join me ..." From the stand writing that there is active community involvement in learning society process.

The results of previous studies in 2018 that: The involvement of informal sector workers in learning society activities in Kampung Inggris is influenced by high motivation, the desire to maintain jobs and social status, the existence of participation in the habituation process, applying strict rules, and educating each other. This research can be useful both theoretically and practically. Theoretically through this research will strengthen lifelong learning theory and learning society theory. Practically, the findings of this study can be used as a feed-back for people in English villages, especially informal sector workers providing training for the community: Urgencies in research about knowing deeply about the problems and potential aspects of informal sector workers in learning society activities in Kampung Inggris were not done much.

This research is important to be able to optimize the potential aspects and minimize the problems in learning society activities in order to contribute to the existence of Kampung Inggris as educational tourist destinations in East Java. Contribution this research contributes to the development of science. Strengthening the study of Out-of-School Education and the Economy of the informal sector worker community. That the presence of informal sector workers namely food traders, camp managers and providers of transportation services is an important factor in the existence of an English language course in Kampung Inggris Pare Kediri.

2. LITERATURE REVIEW

According to Ivan Illich (Sudiapermana 2013), learning cannot be insulated by space and time, because learning can be done in many places and at all times. When information technology is not as advanced as it is today, Ivan Illich has been thinking about Learning Webs. In this case Ivan Illich argues that knowledge must be used to solve problems and add value to life. Whatever one's busy life and work, always requires learning in every time, throughout his life. Whereas the idea outlined by Paulo Freire, says that education in the concept of learning is a way to a better life. Whereas according to Sudjana (2001), the public likes to learn as well as being a prerequisite for the growth of an educated society.

Sudjana (2001) explains that community participation in the learning process activities is also influenced by learning strategies. In the implementation of non-formal education that implements participatory learning strategies consider the principles:

- a) Learning needs based, where learning needs exist because of the will or needs of the community.
- b) Learning goals and objectives oriented, namely planned and implemented to achieve the learning objectives that have been previously set.
- c) Participant centered that is learning based on and adapted to the background of students' lives.
- d) Experiential learning, namely learning activities that are prepared and carried out by departing from things that have been mastered by students.

Learning society according to Charungkaitikul and Henschke (2014) includes: a) Students, b) Learning provider, c) Learning resources / institutions, d) Knowledge, e) Lifelong learning activities, f) Learning network, g) Knowledge management, h) Learning climate, i) Study groups. The learning community or better known as learning society that occurs is part of the participation process. The involvement of informal sector workers is part of participation in the learning society process. According to Husen (Yahui Su, 2010), "learning society calls for useful education to enable people to adjust to rapid industrial and cultural changes", learning society is an education that is useful for each individual to adjust to industrial and cultural changes that fast. Learning society as "a society which takes learning as the main concern" which means a society that takes learning as its main concern. Further explained again that "Learning in the learning society is encapsulated by two requirements: our awareness of learning and our intention to learn". Learning in activities in learning society is mainly the presence of awareness of learning.

Consciousness is something that is entirely personal, a person's first phenomenon that occurs as part of what we call mind. Awareness refers to the ability to be aware of yourself and create meaning in our experience. Awareness can also be considered as a sense of identity, especially in complex attitudes, beliefs and sensitivities held by each individual (Merriam, 2001). According to him consciousness is something that is entirely personal, a person's first phenomenon that occurs as part of what we call mind. Awareness refers to the ability to be aware of yourself and create meaning in our experience. Awareness can also be considered as a sense of identity, especially in complex attitudes, beliefs and sensitivities held by each individual. Consciousness is entirely personal, the first person phenomenon that occurs as and the sensitivity possessed by an individual. (Merriam, 2001).

3. Research Methods

The approach of this research method is a qualitative approach that aims to understand social realization, namely looking at the problems and potential aspects of informal sector workers in a

learning society in British Village Pare Kediri. Methods of collecting data with in-depth interviews, observation and documentation. Data analysis techniques by collecting data, interpreting data, rearranging data, interpreting data and drawing conclusions. The stages are as follows:

3.1 Pre-Field Stage

- a. Selecting the research field, starting from the month beginning with the PDD research and for supporting aspects starting in December 2018, the field for basic research is taken down from January to December 2018 with consideration that British Village is a unique, interesting and important phenomenon to study. More than 100 course institutions are in English villages. Students, students and practitioners flocked there to attend English language courses, they came from various parts of the country in Indonesia and even from abroad, such as from Thailand, Bangladesh and East Timor.
- b. Come directly to the head of Tulungrejo Village and Pelem Village, Pare Kediri Subdistrict to ask permission to do research.

3.2 Field Work Stage

- a. Conducted an observation to the English Village of Pare Kediri.
- b. Conduct field assessments and assess the location of research in order to adjust the object of research. With the aim of trying to know all the elements of the social, physical, natural and so on. In addition, also to prepare yourself mentally and physically and prepare the needed equipment.
- c. Entering the field, by observing various phenomena, the process of community involvement in English villages, the process of involvement of informal sector workers in learning society activities. There are four required data, namely involvement activity, meaning of participation as distinctiveness or excellence and inhibiting factors and supporting factors in the involvement of informal sector workers in learning society activities.
- d. Determine and choose informants that are suitable for research needs.

3.3 Data Analysis Phase

This stage the researcher analyzes the data that has been collected, all the data that has been obtained through observations, interviews and field records are immediately analyzed and outlined in the form of draft research results. Next is the preparation of research reports. Furthermore Bogdan and Taylor in (Moleong, 1993) state that '... qualitative methods as methods that produce descriptive data in the form of written or oral words (which are narrative) from people and observable behavior.

Then Miles and Huberman (1992) revealed that "with qualitative data can understand the flow of events chronologically, assess cause and effect within the scope of the minds of local people, and obtain many and useful explanations". Through qualitative research, the data on the problematic and potential aspects of informal sector workers in the learning society in Kampung Inggris Pare Kediri will get complete data.

4. RESULTS AND DISCUSSION

4.1 Problems in the involvement of informal sector workers

Problems in the involvement of informal sector workers, namely food and beverage vendors and transportation service providers (pedicab drivers and motorcycle taxi drivers) in learning society activities in English Village have many things in common. In this case if compared to the problem of involvement of informal sector workers, the camp supervisor or manager is as follows:

4.1.1 Food and Beverage Seller

- a. The lack of English pronunciation skills for traders makes it an obstacle in the process of communication with the course participants.
- b. Not many have vocabularies that are owned by traders.
- c. The English language course institute is not optimal and is not intense (continuously) accompanying informal sector workers of traders to train and improve their English skills.
- d. Around the last 3 years, not all institutions have special classes (courses) for informal sector workers to take courses, which are still available and still run only at the BEC institution (Basis English Course) on Anyelir street number 8, Singgahan Tulungrejo.

4.1.2 Transportation Service Provider

- a. Service providers, namely pedicab drivers and motorcycle taxis, do not have many vocabularies
- b. Not sure and confident of the transportation service providers in communicating with the participants of the English language courses in Pare.
- c. The course institutions are less intense (continuously) accompanying informal sector workers in transportation service providers to train and improve English language skills.
- d. Around the last 3 years, not all institutions have special classes (courses) for informal sector workers to take courses, which are still available and still run only at the BEC institution (Basis English Course) on Jalan Anyelir number 8, Singgahan Tulungrejo.

4.1.3 Advisor or Camp Manager

- a. There is a constraint for camp managers to get assistants at the camp, so that temporarily giving an offer to tutors in the course to be willing or even some camp alumni who still live in English Village to explore English is used as a companion or mentor at the camp.
- b. There is competition between camps, to get course participants who reside in the camp.

4.2 Supporting Aspects of The Involvement of Informal Sector Workers

4.2.1 Food Beverage Traders

- a. Have a high enthusiasm to apply the English language skills that are owned so that the merchandise is more sold and the number of customers more. Because trading or selling is their daily life.
- b. Participating in habituation carried out by the participants of the course is part of the activity, namely learning activities, honing and striving continuously in English communication.
- c. Course institutions provide rewards for traders selling in front of the institution.

4.2.2 Transportation Service Provider

- a. They are still willing to take courses organized by the course institutions so that these transportation services can apply and add vocabulary.
- b. Trying to apply communication skills that are owned even though very little.
- c. They transport service providers get rewards, as well as merchants, namely as transportation services in front of the course institutions, participate in applying English language skills in order to provide habituation to course participants so that this is a pride for them.

4.2.3 Camp owner or manager

- a. For the camp supervisors they can develop a variety of choice programs that are suitable for camp residents, according to the needs of the course participants (camp residents). Because the camp is the same as the boarding house which provides income for camp managers.
- b. Increase income for camp owners. With the increase in the number of customers or residents of the camp, it will further increase the income of the camp manager. Moreover, during the holidays for school children, the camp managers' fortune came.
- c. The tutors / tutors camp can get free living facilities while being a mentor at the camp.
- d. Take advantage of British Village opportunities that are branded luxury. So in addition to opening camps, on average there are side businesses such as: transportation services (travel), opening shops, opening food / catering shops, selling pulses, receiving laundry services, selling souvenirs typical of British villages and so on.

Unique and interesting social phenomena are viewed from the point of view of non-formal education studies to obtain actual data on the phenomena that exist in British Village. Need an in-depth approach to be able to uncover what is the motive of the phenomenon.

Field findings indicate that community involvement is very strong in the presence of British villages, community participation or involvement of informal sector workers. Even the only one in Indonesia is food sellers, transportation providers and camp assistants in implementing participatory learning society activities, besides this activity is based on willingness and intentions such as those inherent in the principle of matching adults with Septian Widasta (2018) are as follows: (1) adults are always motivated to be personal learners in accordance with their needs and interests, (2) learning orientation for adults is to focus on life according to him right, (3) experience as a source of wealth

for the learning process, (4) adults expect goals themselves with the right needs. Then Septian Widasta (2018) reveals that achieving goals must be based on six basic pillars, as follows:

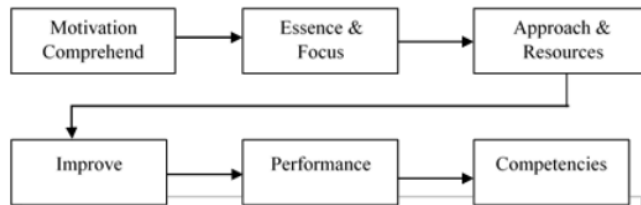


Figure 1. Six of Pillars Strategy to Result (Septian Widasta 2018)

The existence of the implementation of non-formal education and its peculiarities, especially the existence of English language courses and the involvement of informal sector workers in learning society activities. As in the learning society component there are: (1). students, (2). learning providers, (3) learning resources / institutions, (4) knowledge, (5) lifelong learning activities, and (6) climate and study groups.

¹ In the implementation of non-formal education that implements participatory learning strategies as revealed by Sudjana (2001) consider the principles: 1) based on learning needs (learning needs based), where learning needs exist because of the will or needs of the community; 2) oriented towards the purpose of learning activities (learning goals and objectives oriented), namely planned and implemented to achieve the learning objectives that have been previously set; 3) centered on students (participant centered), namely learning carried out based on and adapted to the background of students' lives; 4) departing from experiential learning, namely learning activities that are prepared and carried out by departing from things that have been mastered by students. Lifelong learning is a continuum of interdependent elements, which are based on individual needs in learning throughout their lives.



Figure 2. Implementation participatory learning strategies (Sudjana 2001)

According to Edward (1999) Learning communities are strongly influenced by recognition and differences in communication media that have an impact on interpersonal relationships. When a learning society grows, it produces strength in globalization in economics, culture, communication, migration and tourism.

Activities in English villages focus on cooperative learning patterns in which teaching strategies are designed to educate group cooperation and learner participant interactions. In line with what Duran & Monereo has revealed in the International Journal of Educational Research (Thurston, Cockerill, & Craig, 2019), each group of learners must have a special role to play in the cooperative learning process. This happened in the English village pare.

Based on the construction of logical and structured meaning by using theories to find prepositions that are in accordance with the reality that occurs in the field, the results of the findings in the form of prepositions can be developed into new theories or can be an existing theory reinforcement. As for some research findings in British Village Pare Kediri as stated, several prepositions can be formulated, as follows:

- a. The involvement of informal sector workers in learning society activities in the English village is a participation that is influenced by high motivation, the desire to maintain long-standing jobs into daily work and as part of social status including participation in the habituation process.
- b. As a lifelong learning process activity. By having a number of customers, the awareness and efforts to continue self-actualizing the informal sector workers continue to trigger or get used to having the ability to communicate in English. Including having a sense of pride and the desire to share mutual learning.
- c. The involvement of informal sector workers in implementing participatory learning society activities is built through stages. 1). Stage of participation in decision making. 2). Stage of participation in the implementation of activities. 3). Stage of participation in knowledge sharing. 4). Stage of participation in utilizing the results of activities. 5). Self management stage.

5. CONCLUSION

Overall, the involvement of informal sector workers in their activities gives a positive meaning, namely the activities of mutual learning and other than that shown by high motivation and social care. Then strict rules lead the learners to have the principle of having to learn from one another or be called an education pattern. Therefore the public or practitioners in general know that education is very important in all sectors so as to create an atmosphere of fondness for learning.

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