

Implementation of Non-Formal Education Programs for Village Communities in Batu

(The Case Study of Education Office in Batu City)

SILVY NOVITA PUTRI¹, SAIMAN², ASEP NURJAMAN³

Universitas Muhammadiyah Malang

silvynopu77@gmail.com¹, saiman@umm.ac.id², asepip@umm.ac.id³

ABSTRACT

This study means to explain the model of educational program implemented by the Education Office of Batu City for the welfare of people who have low education, or even never experience the formal education at all. This study focuses on two things consisting of the implementation of non-formal education programs for the community and the supporters and inhibitors of the program. Moreover, researcher uses descriptive and qualitative research, by using the interview techniques. The results of this research indicate the implementation of the program carried out by the Education Office for the community has not gone as well. This is due to two factors: the first is that the implementation lacks commitment in running the program and less planned in monitoring and evaluating the program; and the second is people who are not too enthusiastic in participating in the program provided by the Education Agency.

Keywords: *Implementation; Non-formal Education; Society.*

ABSTRAK

Penelitian ini bertujuan menjelaskan model program pendidikan yang diimplementasikan oleh Dinas Pendidikan Kota Batu. Sebuah program yang ditujukan pada kesejahteraan masyarakat khususnya yang berpendidikan rendah, atau bahkan mereka yang tidak pernah sama sekali menempuh pendidikan formal. Penelitian ini berfokus pada dua hal diantaranya pelaksanaan program pendidikan non-formal untuk masyarakat serta pendukung dan penghambat program. Selain itu, peneliti menggunakan penelitian deskriptif dan kualitatif, dengan menggunakan teknik wawancara. Hasil penelitian ini menunjukkan pelaksanaan program yang dilakukan oleh Dinas Pendidikan untuk masyarakat belum berjalan maksimal. Hal ini

disebabkan oleh dua faktor: 1) Pelaksanaan tidak memiliki komitmen dalam menjalankan program dan kurangnya perencanaan dalam memantau dan mengevaluasi program; dan 2) orang yang tidak terlalu antusias berpartisipasi dalam program yang disediakan oleh Dinas Pendidikan.

Kata Kunci: Pelaksanaan, Pendidikan Non-Formal; Masyarakat.

INTRODUCTION

Education is an important sector to build people's quality. For reaching a lifelong education, however, each person has to experience from early to elderly based on the constitution of the year 1945. It is in Article 31 in point 1 states that every citizen has the right to education, and point 2 say the government endeavors and organizes a national education system enhancing faith and devotion as well as noble character in the framework of developing the intellectual life of the nation, regulated by the Law.

The efforts to provide or organize education are also a duty of the local government in which education is the foundation of hope for improving and empowering the quality of human resources. The education must be given to all communities either cities, remote areas, or far from the city without exception, and there is not an excuse for them to not gain a proper education. It is oriented so that the goals of the country are achieved fairly and evenly as stated in the opening of the 1945 constitution in particular of 4th paragraph stating: to educate the life of the people.

However, education is one of the most important things in a person's life to comprehend a quality of living standard, and the good education is influenced by the qualities of human resources. The way to improve the quality can be conducted through education. In this research, therefore, the condition of education in Batu City must be improved intensively in formal, non-formal, or informal education. Both students and others who are already working and married have not fully enjoyed good education. To support the large number of

tourism destinations in Batu, should human resources of this area have superior potential than other cities in particular of selling the best products that are unique brandings of Batu itself, the ideas are generated from the community, or home industry.

To improve the quality of good education, the government through the Department of Education has one of the non-formal education programs for rural communities. The program has aimed rising the quality of human resources and boosting the potential of each village, purposed to increase income for their own families and help villagers to realize their potential villages as tourist villages by developing their own characteristics. In the Decree of the Batu City's Government, Number: 188.45/105/KEP/422.012/2015 about concerning the formation of a committee on non-formal education for women in the Village. This decree was made to realize the women's empowerment in the village to become smart, skilled and independent women. It can create a prosperous family and foster as well as giving the birth to the sons and daughters of the nation qualified.

The implementation of the non-formal education program in community was carried out in ten predominant villages used as pilot projects by the Education Office in Batu. The first year, the year 2015, implemented the Education Agency Program (PNFP) program run and it was only reserved for rural women who only worked as housewife. From 2015 to 2016, the education provided by the Office of Education was a theory, religious education, knowledge of childcare patterns, and a little practice. In 2017, the non-formal education program for women in the village was not absent or not specifically for women anymore, but rather becoming a more heterogeneous program for the public. This is because many men or household heads have low quality.

The existing background of the non-formal education program in the villagers community has been appointed by the researcher of the Human Development Index (HDI) which is a way of measuring the comparisons of life expectancy, literacy, education, and living standards for all countries across the world, ([Praboni, 2009](#)). To look at the HDI achievement between regions can be seen through the HDI grouping into several categories, namely: HDI <60: Low, 60 <HDI <70: Middle, 70 <HDI <80: High, HDI > 80: Very High. The table below shows the Human Development Index in East Java:

**Human Development Indicators by City in 2016, East Java
Province**

No	City	Education Index	HDI/IPM
1	Kediri	0,74	76,33
2	Blitar	0,72	76,71
3	Malang	0,77	80,46
4	Probolinggo	0,66	71,50
5	Pasuruan	0,68	74,11
6	Mojokerto	0,71	76,38
7	Madiun	0,76	80,01
8	Surabaya	0,74	80,38
9	Batu	0.66	73,57

Source: Central Statistics Agency of Batu City in 2017

RESEARCH METHOD

This research employs descriptive method. Bodgan and Taylor define descriptive research as research produces the descriptive data from observations, ([Bagong, 2010](#)). Therefore, the authors chose the type of descriptive way because the results of the study will be based on the data and observations in the form of in-depth information related to the non-formal education of rural communities in Batu.

The subject of research can be understood as a party or person who will become the sample and then become the

interviewee or informant. In quantitative research the sample is part of the population, while qualitative research the sample is the people who are considered to know about certain social situations. Determination of the people interviewed is done purposively, chosen with specific considerations and objectives, ([Sugiyono, 2008](#)). When developing a purposive sampling, the researcher uses his knowledge and understanding of a group to select subjects representing to be studied, (Berl, L. Bruce: 2001). Therefore, taking the samples in qualitative can be done by purposive sampling.

Data sources used in this study are primary and secondary data. The primary data are obtained by researchers from the first party and/ or are collected directly from the results of observations and interviews with the selected informants. The research subject referred to by the author is the Head or Staff of the Education Office in Batu. The selection of subjects is based on their mastery of the research problem and their direct involvement in policy implementation. Then, secondary data is used to supplement primary data such as laws, government regulations, village regulations, journals, newspapers and internet sites gone hand in hand with the research problems.

The method of data collection is observation where researchers observe and record all information gained in the field as the reality with the aim of obtaining an understanding or verification of information observed and recorded before, ([Rahayu & Lingga, 2011](#)). Then, the interview is a conversation as well as question and answer between the interviewer and the informant to obtain answers in which it aims to formulate the problem in the research as well as exploiting the phenomena and policies under study. In the other words, documentation is used to test and interpret a social phenomenon, related to problems in this study. The data processing stages result the conclusions that can answer the formulation of the problem which are as follows, ([Prasetya, 2006](#)).

There are seven stages of data analysis listed in the picture above. The first stage is collecting data where the techniques of collection used in this research have been explained in the previous section. Secondly, the transcript data is an activity to change the data obtained into written form. Like the interview process recorded through the order, it needs to be changed into notes in order that it is easier for the next data analysis. This process is relevant to data collection techniques via the documentation used in the study.

Thirdly, coding is similar to finding the important points from data that has been transcribed. Fourthly, the categorization of data is a classification or grouping of data in accordance with the chapter you want to display in the discussion. If in this study, data categorization is in accordance with the operational definition, the next analysis process is neatly arranged according to the group. Fifthly, the temporary conclusion or observers' comments is the conclusion of the researcher on the data obtained, but it is temporary and the only initial interpretation of the data gained by the researcher.

Sixthly, triangulation is an activity of checking and rechecking between data sources, for example between primary data and secondary data. In other words, triangulation activities are the same as clarifying primary data on secondary data obtained before the research. Finally, the researcher concludes by imputing the data to answer the formulation of the problem.

THEORY REVIEW

1. Public policy

Thomas R. Dye describes what is meant by public policy is something taken by the government to be done or not done, ([Nawawi, 2009](#)). In the one side, public policy is a choice, in which it means considering the government's response to the problems existing in the community between completing, or not.

According to Robert Eyestone said that public policy is the relationship between a government unit and its environment, [\(Muchlis, 2013\)](#). In the life of the state, society and government are two relationships that cannot be separated. The government is a representation of the community in carrying out the life of the nation or state, while the community is a subject that must be protected by the government. Therefore, the government must solve the problems in the community to achieve the goals of the nation or state. Through public policy, the problem is resolved, where the environment associated with the government is the community.

Thus, public policy is a response from the government to the reality occurring in the community. Likewise with the non-formal education of the village community, it became the government program connected to the many communities that need to improve their intelligence in educating children as well as creativity to manage the natural resources in the villages. They occupy in order to become a great destination village arousing their own characteristics, each of which may certainly add to their income.

2. Policy implementation

To find out and understand the implementation of non-formal education programs in Batu, researchers deliver the model of public policy implementation as a references framework. The policy implementation cited by Wahab, in Webster, briefly formulates that 'to implement the means, to provide the means for carrying out, and to give practical effect to *(cause or effect on something)*,' [\(Wahab, 2014\)](#). If this view is followed, then policy implementation can be seen as a process of implementing the policy decisions.

Hence, policy implementation is a crucial stage of the course of the public policy process. Policies, that have been well, arranged at the time the formulation will be meaningless without the implementation process. According to Ripley

and Franklin in Winarno, the implementation of policy is that 'what happens after the law is determined which gives program authority, policy, benefits, or a kind of tangible output.

The policy process in accordance with Van Meter and Van Horn is a performance of a policy implementation which is basically deliberately run to achieve the performance of high public policy implementation and take place in the relationship of several variables, ([Agustino, 2008](#)). There are six variables according to Van Meter and Van Horn which affect the performance of the public policy implementation, namely standards or measures and policy objectives; policy sources; characteristics of implementing agencies/institutions; communication between organizations related to implementing activities; implementing attitude or tendency; and economic, social and political environment.

3. Non-Formal Education Program

The program is a draft of the principles and efforts to be carried out. Charles O. Jones states that the program is one component of a policy, ([Rohman & Lamsuri, 2009](#)). Mentioning the program is one component in policy in which the program is an authorized effort to achieve the goal. According to Charles O. Jones in ([Suryana, 2009](#)), there are three pillars of activity in operating the program namely organizing, interpretation, and application.

Non-formal education is any activity that is organized systematically, conducted outside the established schooling system, carried out independently, or is an important part of a broader activity. Those are intentionally carried out to serve the learning of certain students in achieving their learning goals. In the Law of the Republic of Indonesia in number 20 of 2003, article 31 about 'concerning the national education system that non-formal education is an educational path beyond formal education that can be carried out in a structured

and tiered manner. It means non-formal education is held for citizens who need education services, functioning as substitutes, additives, and/or complementary formal education in order to support lifelong education, ([Munzir, Ikhsan, & Amin, 2010](#)). The function is to develop the potential of students with an emphasis on mastering functional knowledge and skills as well as developing the professional attitudes and personality.

4. Rural Community Participation

According to ([Tilaar, 2009](#)), participation is a manifestation of the desire to develop democracy through a process of decentralization where efforts are sought among others: the need for bottom-up way by approaching the community involvement in the planning and development process. According to ([Adi, 2007](#)), participation is the community involvement in the process of identifying problems and potential in the community. Both selection and decision making are regarding to the alternative solutions to deal with problems, implementation of efforts to overcome problems, and community involvement in the process of evaluating changes that occur.

The participation means an active involvement from either individuals or groups who consciously contribute voluntarily in a program and are involved from planning, implementing, monitoring, and to the evaluation stage. It is related to the importance of a participation put forward by: ([Convers, 1991](#)) as follows. First, community participation is a tool to gain information about the conditions, needs, and attitudes of local communities without the development program and projects will fail. Second, the community will be more confident in the development program if they feel involved in the preparation process and planning because they will grasp more about the intricacies of the project and will have a sense of ownership of the project.

Third, it is a democratic right if the community is involved in the development of their own community.

What we want to achieve with participation in the increasing ability or empowerment of everyone involved both directly and indirectly in a development program, by the way of involving them in decision making and subsequent activities for a longer term. With non-formal education programs for rural communities and synchronization between government and society must be balanced due to community participation is an indicator of the successful implementation on the program.

RESULTS AND DISCUSSION

1. Implementation of Non-Formal Education Programs for Rural Communities

The primary note is that the course of a program requires clear goals and objectives. The program of non-formal education for rural communities is one of the activities and training which is a form of community empowerment, sought by the Education Office of the Batu City. This relates to the development of the community *'capacity building'*.

Hence, capacity development is a process of increasing the ability of an organization or individual to achieve the goals aspired. Therefore, Education Office in Batu created a non-formal education program for rural communities, aimed at the community to realize common goals and ideals, namely the Department of Education aims to prosper, empower, and improve the quality of community life through non-formal education of rural communities.

In the implementation of non-formal education, villagers can succeed or fail when in the implementation process there are problems whether arise, or not. To understand the implementation process of the rural community, the program can be related to the theory of Van Meter and Van Horn namely the non-

formal education policies through laws and government decrees. Those state that human and non-human resources as supporting the non-formal education programs for rural communities; socialization, coaching, monitoring and evaluation in the implementation of non-formal education programs in rural communities; resources for implementing non-formal education programs in rural communities; and implementing responses to village community activities.

2. Non-formal Education Policy Through Laws and Government Decrees

In the non-formal education program, the standards and policy objectives have been formulated in the 1945 Constitution. It is in article 31, point 1: 'every citizen has the right to education' and point 2: 'the government endeavors and organizes a national education system that enhances faith and devotion and noble character in the framework of educating the life of the people regulated by the Law.

The national education system contained in law, number 20 of 2003 distinguishes education into 3 consisting of formal education, non-formal education, and informal education. Based on the mandate of the education law, it is explained that education is comprehensive and every citizen has the right to gain the education.

Decree of the Batu City's Government concerning the formation of a committee on non-Formal education for women in the village, number: 188.45/105/KEP/422.012/ 2015. The purpose of non-formal education programs for the rural community itself is: firstly, the existence of additional knowledge for women in the village. The purpose of this first goal is that the Education Office of Batu provides an extended knowledge to women in the village, so that they have a broader insight in fostering their families.

Secondly, with the purposes of additional family income after being given skills by the Education Agency, therefore the target of this goal is to provide skills for rural women to have the ability to supplement income for their families. Thirdly, the emergence of village potential, with the intention of helping women in the village to recognize the potential in their village, is that each of them is to be able to utilize this potential increasing income for his family. Fourthly, the creation of a tourism village is that the target of this goal is to help villagers to realize their villages as tourist villages have their own characteristics.

Fifthly, providing life skills to residents drop out of school at a productive age so that residents can also participate in equality education to acquire skills to create their own jobs. With the intention of opening opportunities for school, residents of productive age to participate in life skills activities are guided by resource persons. Based on the skills they have, it is hoped that the community can acquire new knowledge and skills so that they can open a business, generate income, and improve family welfare.

Sixthly, it provides reading and writing skills as well as life skills to illiterate people of productive age. In addition to participating an inequality education, they also gain the skills to create their own jobs. Then the recipients of non-formal education programs are rural people who drop out of school and have low education.

Batu City has economic potential in various fields namely, tourism, fisheries, livestock, cooperatives, industry, and trade. Hence there are not many people that can use these potentials to improve a better standard of living. Therefore, Education Agency of Batu takes the initiative to develop and empower a community's creativity.

This is therefore the potential existing in Batu used as a motivation or reference as well as the source of the work of

the local community. Yet, efforts to realize the above objectives and the selection of targets that are in accordance with the program encourage the basic standards and measures in realizing the program. The standards of non-formal education programs for rural communities include some discussions of the objectives above.

First of all, there is additional knowledge for women in the village. This is the additional knowledge gained by women in villages, including skills of natural resource processing, used goods' processing, religious knowledge, family health, child nutrition, and care for the home environment. The standard of this first goal has been achieved with what is given to the community by the Education Office. The community is required to create something that can be used to supplement the family's income.

Second of all, the emergence of the village's potential is whether the agency has helped rural communities to recognize the potential of natural resources in their village, or process to make what income sources have not. This is certainly a question of the researcher. In the implementation of non-formal education programs, the village education office tries to provide innovations to the community by introducing the potential of natural resources in the village so that they can induce use of creativity having a high selling value.

Then, the step is to processing natural resources into various snacks and selling them. At this goal, the desired standard has been achieved, but not maximized, due to some people have applied it, but many people cannot sell it, because difficulties in packaging and marketing factors.

Third of all, the creation of a tourist village becomes the Ecological Village in Teras Village. The Education Office of Batu also wants to develop other tourism villages through non-formal education programs for local communities with various training provided by the Education Office, in order

that each village in Batu has its own characteristics. However, the Education Office still has not succeeded in bringing the community into implementation until now. This is because the lack of the Education Office in implementing the non- formal education programs for the village community. The following is a table of non-formal education program activities for people in Batu:

Types of Non-formal Education Program Activities

Activity	Non-formal Education for Women in Villages	Community Learning Forum	Development of Literacy Education	Development of Life Skills' Education
1.	Making fruit syrup	Border skills	Learn to read, write and count	Coffee processing
2.	Processing of used materials	Sewing skills	Making the salted eggs	Woodcraft
3.	Jelly art training			

Source: Interview Results with the Department on Education and Equality (2018)

3. Villagers

The non-formal education program for the village community is an activity and training program includes community empowerment compiled by the Education Office of Batu and handed down to the non-formal education sector (Community Education and Justice) to provide opportunities for people who cannot continue their education to a higher level or people who have not gone to school at all.

In non-formal education programs, there are several activities used as tools or materials to facilitate knowledge to the village community. In the first activity, non-formal education activities are for women. The implementation of this activity is carried out by several agencies related to the Health Office providing material on family nutrition; the Agriculture and

Forestry Office provided material on the management of natural resources in the villages; and the Environment Office was tasked with providing knowledge about a healthy environment.

Skills activities are filled with the activity of making fruit syrup, managing used goods, and jelly art training. The PNFPs activities of the village are carried out in ten priority villages where ten of these hamlets become prominent projects of the Education Office in educating the public. The learning activities were carried out in the building of state primary school around the village, with a predetermined schedule on Tuesday, Wednesday and Thursday. Each meeting is held three hours of lessons, starting at 14.00 WIB until 17.00 WIB. Learning is done classically with 30 students.

4. Human Resources and Non-Human Resources

a. Human Resources

Human resources are variables that affect the success of programs implementation, in which human resources can be needed to implement the policies made. The implementation of the non-formal education programs for the village community carries out by several human resources from the local governmental environment, both offices and agencies concerned. Human resources who participate in implementing non-formal education programs for rural communities are also from organizations outside the Education Office such as family welfare association (PKK), youth organizations, and farmer groups in Batu. If the implementation involves several organizations, it will also relate to the number of human resources helping the community's non-formal education program. The existence of adequate and quality human resources will facilitate the implementation of non-formal education programs. The following are human resources involved in the implementation of non-formal education programs in rural communities:

**Number of Human Resource in Implementing Non- Formal
Education Programs**

No.	Instance	Amount	Task
1.	Education Agency (PNF)	10	Implementer and person in charge of the program
2.	Department of Agriculture	Conditional	Provide material about processing plants
3.	Public Health Office	Conditional	Provide material about family health
4.	PKK Administrators and Working Groups	40	Assist the Education Office for the program runs smoothly
5.	Teachers of SMK 1 Batu	4	Providing training or learning to the community

Source: Results of Interview with Head of Sector for Non- Formal Education in Batu City Education Office

b. Non-Human Resources (Budget)

In addition to human resources, non-human resources such as financial are also important in implementing a policy. In the village community, non-human resources that support the implementations process are financial resources and other supporting facilities and infrastructure. Funding sources to support its implementation comes from the regional budget of the Batu government. The lack of financial resources is complained by the Education Agency of the village community.

5. Stages of Village Community Non-Formal Education Program Activities

The beginning of the drafting phase was the development plan deliberations (Musrenbang). Musrenbangs agenda was conducted in early 2016, which refers to the regulation of the Minister of Home Affairs of the Republic of Indonesia in

number 18 of 2016, article three concerning guidelines for preparation, control and evaluation of the 2017 local government work plans. The Musrenbang aimed to discuss and agree on the planning proposals for the village development that were the activities of developments priorities in the respective sub-district areas as the development in the sub-district area which had not been included in the priorities of village development activities. Then, it was agreed on the grouping of development priority activities in the sub-district area based on the duties and functions of the district/city regional apparatus. Therefore, the discussion came from the minutes of the agreement on the results of the Musrenbang.

After the preparation phase, the next stage was the implementation of the non-formal education program in the village community. The implementation was carried out by the non-formal education sector of the Education Office in Batu with the relevant DPOs, the PKK Driving Team, Vocational Teachers as trainers and several community leaders through a copy of the circulation. From the non-formal education sector itself, there were more implementers from the community education and equality program.

6. Socialization, Coaching and Monitoring and Evaluation in the Implementation of Non-Formal Education Program

a. Socialization

In the implementation of the non-formal education program, the first activity carried out was socialization. Socialization was a communication or coordination carried out by stakeholders implementing the program. There were several forms of socialization such as through stakeholder meetings or implementing the meetings' result. This socialization can be through certain media aimed at the community. Socialization through the media can be in the

form of information from the Batu City's website and the education Agency website of Batu. In the other words, information dissemination could also be found in the video found in three areas in Batu located in the city center or Kota Batu square, the traditional market page of Batu, and Ir. Soekarno Street, Pendem Village, Junrejo Sub-district, Batu City.

Socialization was brought out with the community in the first year, so socialization was carried out in 2015. This socialization activity was carried out to provide information not only to the parties concerned and directly involved in the implementation of the village community's non-formal education program. However, socialization was also carried out to the general public in order that the policies made and implemented were supported by various parties. Moreover, for informing the community of non-formal education programs to the village community, this socialization also invited the community to participate and identify the needs they need, so that the implementation of the village's non-formal education programs could run effectively.

b. Coaching

Furthermore, the non-formal education program for rural communities is a coaching. After the community gets socialization, they were fostered by providing knowledge in the form of work motivation, skills and institutional strengthening to support the success of non-formal education programs for the village community. Where the purpose of the coaching was to increase the productivity and resources of the group both in terms of quantity and quality as well as encouraging villages became tourist villages that have their own characteristics.

c. **Monitoring and Evaluation**

Monitoring and evaluation are part of the important things to be implemented. As expressed by Brigman and Davis in Edi Suharto, if a policy in its implementation is monitored and evaluated, the policy will run effectively regularly ([Suharto, 2008](#)). The policy of the village community's PNF program is carried out by monitoring and evaluation by the overseers. Monitoring on non-formal education programs is carried out with the intention of providing program supervision and control.

In fact, the monitoring and evaluation conducted by the Education Office in this program are still not optimal because monitoring and evaluation are carried out irregularly. Not only that the program encourages every year is not too reciprocal to the community. This is because the community itself does not implement what has been given by the Education Office.

7. **Implementing Responses to Community Activities**

At the implementation stage, the implementing response to these community activities also influences the successful implementation of a program. The implementation of the village community's non-formal education program made by the Head of the Education Office for Batu prosper and improve the living standards of the village community. However, in the implementation, the community is given the freedom to get the needs they want. Assistance provided to the community is adjusted to the condition of the natural resources or community environment, based on proposals submitted through Musrenbang. Thus, services and assistances are provided on the basis of requests from the community itself in order for this minimizes the problems in the implementation of the program.

Van Meter and Van Horn have mentioned that there are three implementing responses affecting their ability and desire to implement policies, namely understanding of policy, various responses to it (*neutrality, acceptance and rejection*), and the intensity of the response, (Winarno, 2002). In this case, the tendency of the implementers is related to the implementation committee. In the implementation of the non-formal education program in the village community, the implementers have understood what is the goal and purpose of the non-formal education program in the village community.

The objectives, intentions and implementation, that have been stated in the general guidelines, general guidelines and technical guidelines of the village community's PNF program, are the reference for implementing the policy to make it easier for the implementers to non-formal education programs for rural communities in Batu. In the implementation of this project, the village community has not found a disposition between the implementor. Because so far they have implemented the village community PNF program according to what is ordered by the head of the education office.

8. Supporting Factors and Inhibitor for the Implementation of Non-Formal Educational Program

In each implementation, both regulations and decrees must have a supporting factor so that the implementation of the policy or program can run as well. The same applies to the implementation of non-formal education programs in rural communities, while some of the supporting factors are as follows:

a. Adequate Facilities

Good community empowerment certainly requires adequate facilities. Because facilities can be a supporting tool for community empowerment in Batu, especially the Education Office in running non-formal education programs for rural

communities certainly provides comfort for the target community. Activities are carried out with the provision of assistance or adequate facilities. With those, it will certainly have a positive impact on the learning community.

b. Support of the Vision and Mission for the Elected Mayor

Support of the vision and mission for the Mayor elected, in this program, is a program of the mayor during the period 2012-2017, now continued by new Mayor, namely Dewanti Rumpoko (Mayor) and Punjul Santoso (Deputy Mayor) for the period 2017-2022. In support of this vision and mission, Punjul Santoso as the Deputy Mayor of Batu stated that 'my mission with Dewanti is to improve the quality of community life through free formal and non-formal education. I hope that no children in the next generation drop out of school. Even from the Education Office, we are willing to facilitate and encourage the community.'

Punjul Santoso hopes his intention are in accordance with the mission that has been made. He wishes that education in Batu City exists in the welfare of its people through free formal and non-formal education and gives valuable training that will become a source of community income.

In addition to supporting factors, there are also several inhibiting factors, while the factors in the implementation of non-formal education programs on rural communities below:

a. Lack of public awareness

Education is indispensable aspect for a better human life. The importance of this is required in supporting the quality of life through working. Looking at the midst of the advanced technological era, there are still many people who have a low level of education awareness. Ignorance of the important education for survival is one that makes people less concerned about education. Many people who think of 'for school, if my life stays

like this. As if without educational way they could already make money, even though education can support a human career in the future. This lack of public awareness caused by the mindset of the community is not yet open to the importance of education. Not only is when the program has been run the interest of the community, but also their participation in the activity is lacking.

b. Lack of Human Resources Quality

It has been explained before the lack of human resources implementing non-formal education programs is lacking. This causes a non-conducive schedule made by the Education Office. In addition, it is known that the executor is only from the relevant agencies and teachers who are competent in learning activities. If seen from the table above, human resource of non-formal education programs in rural communities is less competent in learning. Supposedly, the implementing team presented personal resource who are more understanding and experts in these fields. Like the fields for life skills of development activities, the training in making coffee must be from the original coffee's farmers who are competent in their fields.

c. The Absence of Innovation Program From Year to Year

The implementation of non-formal education programs in each activity from year to year remains and does not increase. This is because the technical implementers do not make the latest innovations to improve the welfare of the community. The absence of innovation needs to be addressed because of dynamic community's life. Of course, the community needs more varied activities, as the initial lag for the welfare of the community.

CONCLUSION

The implementation of the PNF program in the village community in Batu has been running for three years since the issuance of the regulation. During this period, the implementation of non-formal education programs in the village community was going well. The indicators of Van Meter and Van Horn include basic standards/measures and program objectives; program resources which include policies and human resources; budget; stages and program activities; communications between organizations related to implementing activities; characteristics of implementing agencies; and implementing trends. The program had been implemented, even though in the implementation process some obstacles had been existing. The following results of the non-formal education program in the village community of Batu are by using the indicators from the Van Meter and Van Horn namely implementation models, including non-formal education policies through laws and government decrees; human and non-human resources, socialization, coaching, monitoring and evaluation; resources (*budget*); and implementing responses to rural community activities.

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