

SYSTEMATIC LITERATURE REVIEW

The Role of Learning Facilitators Analysis in the Implementation of Learning in Non-Formal Education (SPNF) at the Learning Activity Center (SKB)

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ABSTRACT

The roles of learning facilitators in the implementation of equality education at SPNF SKB Biringkanaya encompass various essential functions. As informants, they provide information to learners regarding lesson materials and upcoming schedules. In their role as organizers, they manage academic activities such as scheduling, organizing the learning process, conducting evaluations, and preparing lesson plans (RPP). They also serve as motivators, encouraging learners to remain active and engaged in their studies. Acting as guides, they direct and support learners in their educational activities. As innovators, they generate ideas for the learning process and design innovative learning models. They disseminate policies to learners who are unable to attend sessions and act as facilitators by providing necessary facilities to support the learning process. Furthermore, as mediators, they introduce and familiarize learners with learning media during the educational process, and as evaluators, they conduct assessments to evaluate the progress and performance of the learners.

Keyword : learning facilitators, SKB

INTRODUCTION

Education plays a vital role in national development by shaping Indonesian individuals who are morally upright, productive, creative, and competitive, thereby enhancing the prosperity and welfare of the population. High-quality human resources are crucial for a country's development success, prompting nearly all nations to prioritize educational development in their national programs. This commitment is reflected in the goals of national education outlined in National Education System Law No. 20 of 2003, Article 3. The law aims to develop abilities and shape the character and civilization of a dignified nation, aiming to produce students who are faithful and pious individuals to God Almighty, possess noble

character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens

In Indonesia, education, as mandated by National Education System Law No. 20 of 2003, includes formal, non-formal, and informal systems that complement and enrich each other. Non-formal education serves community members needing educational services as an alternative, supplementary, or complementary to formal education, supporting lifelong learning. It includes structured, tiered programs such as Packages A, B, and C.

Non-formal education is typically lifelong, beginning at birth and continuing throughout an individual's life. This type of education addresses the learning needs of communities that formal education cannot meet, emphasizing the mastery of practical knowledge and skills, as well as the development of professional attitudes and personalities. Equality education provides learning opportunities for learners from disadvantaged backgrounds, those who have never attended school, dropouts, productive-age individuals, and those seeking to enhance their knowledge and life skills. This education includes Package A (elementary school equivalent, 6 years), Package B (junior high school equivalent, 3 years), and Package C (high school equivalent, 3 years).

In the execution of their duties, educators in non-formal education, such as learning facilitators and tutors, are pivotal in conveying information about non-formal education. Learning facilitators, who are typically civil servants (PNS), are granted full authority and responsibility by competent authorities to conduct teaching and learning activities, develop models, create examples, and evaluate the quality and impact of non-formal education programs.

According to the Ministry of National Education (2009), learning facilitators are essential and strategic components in achieving the goals of Learning Activity Centers (SKB), functioning as program managers and educators who oversee the learning process. They are crucial in planning, implementing, and evaluating non-formal education programs to ensure they meet established goals.

In summary, learning facilitators are integral to Learning Activity Centers (SKB), not only managing educational programs but also developing tailored learning models that meet community needs. This distinguishes their role from traditional teachers and underscores their importance in the establishment and success of these centers.

RESEARCH METHODS

This article utilizes the Systematic Literature Review (SLR) method. According to Anita Miska, the SLR method is designed to gather, analyze, and identify various relevant sources concerning the development of information systems in Indonesia (Triandini 2019). The research follows systematic steps, which include formulating research questions, searching

journal literature, establishing criteria, selecting literature, presenting data, processing data, and drawing conclusions. The findings of this study contribute to a better understanding of the role of learning facilitators in the implementation of learning in non-formal education at the learning activity center (SKB) in tangerang regency.

RESULT AND DISCUSSION

As an informant, learning facilitators are significantly involved in delivering various information about learning mechanisms, processes, academic activities, and general activities. It is crucial for them to provide this information because many prospective and current learners do not fully understand the different aspects of equivalent education programs. The information is communicated by visiting homes or gathering learners at agreed-upon locations, considering that many are busy with their jobs. Additionally, information is shared using several applications. (Anita Miska 2022).

No.	Researcher	Research Title	Research Analysis
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1.	Anita Miska (2022)	The Role of Learning Facilitators in the Implementation of Learning in Equivalency Education at Non-Formal Education Units (SPNF) Learning Activity Studio (SKB) Biringkanaya, Makassar City	The researcher investigated the role of learning facilitators as developers of learning models in equivalency education at SPNF SKB Biringkanaya, Makassar City. The study revealed that learning facilitators play a vital role in various aspects of education: they serve as informants who provide information on lesson content and schedules, organizers responsible for arranging academic activities and evaluations, motivators who encourage active participation, directors who guide the teaching and learning process, innovators involved in designing learning models, policy disseminators to absent participants, facilitators ensuring the availability of facilities, mediators who introduce learning media during the learning process, and evaluators who assess participant progress.
2.	Sri Wahyuni (2021)	The Role of Learning Facilitators: A Naturalistic Study of Learning Facilitators in Implementing Non-Formal Education Program Services	The research findings reveal that: 1) The role of learning facilitators in implementing Non-Formal Education (PNF) Program Services is demonstrated through their active engagement in core duties and institutional functions, including their roles as educators through Teaching and Learning Activities,

			<p>Program Assessors, and Model Developers. 2) The educational background of learning facilitators at BP Paud and Dikmas meets the minimum academic qualification standards, with 45% holding a bachelor's degree (S1) and 55% holding a master's degree (S2) in various academic disciplines. 3) Challenges faced by learning facilitators in fulfilling their main duties and institutional functions include: a) Lack of adequate supporting facilities to facilitate the implementation of learning facilitators' tasks, b) Limited guidance from superiors on the roles and responsibilities of learning facilitators, c) Difficulty in seeking consultation on credit point proposals due to all functions being centralized at the headquarters, d) Unequal opportunities for learning facilitators to participate in committees or serve as technical speakers in various activities.</p>
3.	<p>Ridwan Salam, Asna Aneta (2020)</p>	<p>Competence of Learning Facilitators in Improving Public Services in the Implementation of Equivalency Education Program Package C</p>	<p>The article explores the competency of tutors in enhancing public service quality in organizing package C equality education at SKB Gorontalo City. Employing an exploratory method, it incorporates quantitative data from questionnaires, interviews,</p>

			<p>observations, literature reviews, and documentation. The study finds that tutor competence standards in SKB Gorontalo City are adequate, demonstrating professionalism and personal competence in educational management. Success factors include work experience, knowledge, skills, and motivation. Efforts to enhance tutor competence through work groups and Lesson Study have shown limited effectiveness. Although public service quality meets expected standards, the facilities supporting equality education implementation are insufficient.</p>
4.	<p>Sedarmayanti , R Lufky Muhammad (2018)</p>	<p>Performance Analysis of Learning Facilitators at the Learning Activity Studio (SKB) in Cimahi City</p>	<p>The study find out of the reveal that learning facilitators at SKB Cimahi City are primarily engaged in teaching activities for two regular programs: Early Childhood Education (PAUD) and Package C. The performance assessment of learning facilitators shows that students are content with the teaching provided. Learning facilitators employ various methods to ensure their students understand the lessons, and both PAUD and Package C students achieve certain levels of success. The evaluation also covers their attendance and punctuality, where learning</p>

			<p>facilitators adhere to civil servant attendance rules and teaching schedules. Although there are occasional delays in report submissions, their free time is spent discussing teaching and administrative matters related to the learning activities and initiatives. They are proactive in their work, following detailed instructions from the head of SKB, using visual aids in teaching, and implementing specific teaching models. Learning facilitators have excelled in various competitions. They demonstrate their ability to prepare lesson materials from diverse sources and have the competence to create syllabi tailored to their students' needs. Communication skills are also highlighted, as they effectively manage their classrooms with interactive communication and maintain good communication with the head of SKB, the TU Subdivision head and staff, tutors, and parents of Package C students through the establishment of a Parent-Teacher Association (POM)</p>
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Motivation in learning activities can be understood as the main driving force within learners that triggers them to actively engage in learning, ensures the continuity of the learning process, and provides direction so that they can achieve their desired learning goals. This motivation is considered comprehensive because there are usually several motives that collectively drive learners to learn. In the learning process, both intrinsic and extrinsic

motivations are crucial. These motivations can help learners develop creativity, initiative, perseverance, and maintain their interest in learning.

As a crucial element in educational activities, learning facilitators must understand various aspects related to national education, including its foundations, objectives, and implementation policies. Additionally, learning facilitators are expected to effectively manage the teaching-learning interaction to facilitate the transfer of knowledge and values. (Prasetyo 2007)

The role of learning facilitators at the Community Education Development Center includes serving as educators with teaching duties, although their main responsibilities are focused more on program assessment and model development. However, implementing KBM (teaching and learning activities) remains part of their core responsibilities mandated by institutions and the government. Even though they do not fully prioritize KBM implementation like learning facilitators at SKB, who are mostly involved in managing Early Childhood Education and Community Education programs, the role of facilitators as educators is crucial in non-formal education KBM implementation.

From the previous research, the role of learning facilitators in teaching and learning activities can be summarized as follows:

1. As an informant: Acting as an informative teacher and a source of information for academic and general activities.
2. As an organizer: Managing academic activities and related components of teaching and learning, coordinated to achieve effectiveness and efficiency in learning for the learners.
3. As a motivator: Enhancing enthusiasm and fostering the development of learners' learning activities. Learning facilitators must stimulate and provide encouragement and reinforcement to activate learners' potential, fostering activity and creativity, resulting in dynamics in the teaching and learning process.
4. As a director: This role is more prominent. Learning facilitators should be able to guide and direct the learning activities of learners according to the established goals.
5. As an idea generator in the learning process.
6. As a disseminator of educational policies and knowledge.
7. As a facilitator who provides facilities or conveniences in the teaching and learning process.
8. As a mediator, this can be interpreted as an intermediary in learning activities.

In the learning process, both intrinsic and extrinsic motivation are crucial. Motivating learners can stimulate their creativity, initiative, and perseverance in their learning activities.

It's important to note that there are various ways and types of fostering motivation, but educators need to be cautious when encouraging and motivating learners. While extrinsic motivation can sometimes be appropriate, at other times it may not be suitable and could potentially hinder the learners' development (Prasetyo 2007).

There are several forms and methods of fostering motivation in learning activities, such as:

1. Assigning grades.
2. Providing rewards.
3. Encouraging competition.
4. Engaging personal pride.
5. Conducting assessments.
6. Providing feedback on performance.
7. Offering praise.
8. Implementing consequences.
9. Cultivating a desire to learn.
10. Stimulating interest.
11. Establishing recognized goals.

Based on field research findings, several challenges or hindering factors faced by learning facilitators (pamong belajar) in carrying out their duties and responsibilities have been identified. Here are some of the issues encountered (Wahyuni 2021):

- a. Insufficient supporting facilities like computers and printers. Learning facilitators have been using their personal equipment and making do with limited resources available in the office
- b. Lack of guidance and mentoring from direct supervisors regarding the roles and functions of learning facilitators.
- c. Difficulty in consulting and applying for credit points (angka kredit) due to all functions being directly managed by the central office.
- d. Unequal opportunities for learning facilitators to participate in committees or act as technical resource persons in activities such as seminars, workshops, training sessions, and workshops organized by the Community Education Development Center, as well as external entities.

CONCLUSION

Based on the findings of this research, several recommendations can be made regarding the role of learning facilitators. To improve the quality of non-formal education programs and achieve the goals of the Early Childhood Education and Community Education Development

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Center, it is crucial for leaders and learning facilitators to establish coaching, support, and effective cooperation. This will strengthen the role of learning facilitators in performing their duties and responsibilities more effectively.

Learning facilitators need to be given more opportunities to participate in various competency development activities. By actively engaging in these activities, it is expected that their performance will improve and their knowledge and insights into implementing non-formal education programs will expand.

The government needs to provide greater appreciation, more intensive attention, and adequate support for learning facilitators. This support is essential to ensure they can work effectively in supporting the learning process. There is a need for better facilities to support the tasks of learning facilitators, such as computers, printers, and Educational Play Tools (APE) needed for interactive learning.

In developing learning programs, it is recommended to refer more to the generic learning menu from the Directorate of Early Childhood Education, while allowing room for institutional creativity to adapt programs to local needs.

The methods of learning used also need to be more varied, ranging from conventional methods to Competency-Based Curriculum (KBK) and Character-Based Teaching Materials (BBCT), to meet the needs and characteristics of diverse learners.

Finally, educational administration also needs to be improved, including the management of activities, finances, and other administrative matters, to comprehensively support the implementation of teaching and learning activities. By implementing these recommendations, it is hoped that the effectiveness of learning facilitators in supporting non-formal education programs will be enhanced and will positively contribute to national educational development.

LITERATURE

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