

Educationally-Disadvantaged Students' Motivation in Attending Learning Program at Non-Formal Education

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Abstract: *The development of society and economic world has triggered the educational system to prepare their students with the twenty-first century skills and competencies. As students are expected to survive and compete globally, Indonesia is still making an effort to ensure all students in accessing education. Related to this issue, YayasanKejar Aurora has been conducting a complementary learning program categorized as non-formal education for the educationally-disadvantaged students around Cihanjuang, Cimahi City– West Java. This program was initiated in 2012 to support students whom experiencing gap issue in accessing educational opportunities. YayasanKejar Aurora developed a curriculum consisting innovator skills has been attended by hundreds students from the early years to junior high school students. Due to its sustainability, this study is aimed to investigate students' motivation in joining the complementary learning program. An interview was conducted and result shows students' interest and enjoyment in learning. Generally, the students agree that the learning activities are fun, make them feel creative, give opportunities to interact and socialize with friends, and feel supported by the teachers.*

Keywords: *Educationally-Disadvantaged Students, Learning Motivation, Non-Formal Education*

1. INTRODUCTION

1.1 Background

The advance development of technologies and human behaviour has changed society to adapt with rapid movement of economic world in this twenty-first century. Questions have been raised in education about finding a better way to prepare future generation to be able to compete at the global world. This transformation of economic system has forced education to play its important role in maximizing humankind's potentials (Sahlberg, A Short History of Educational Reform in Finland, 2009). In order to accomplish the goal for a reliable and continual development, formal education should be able to facilitate its students with supportive programmes and produce individual that equipped with compulsory competencies, educated, and prepared for the labour force (DfEE, 1998; Castells, 2010). The educational curriculum is defined to give more than just transmitting knowledge, but also to develop individuals as productive human beings whom well performs at the workplace and contributes to society (Tarman, Kilinc & Aydin, 2019). Students are now expected to be able to actively adapting with the changes (Schleicher, 2013) in order to solve possible problems in the future and participate in creating a better life.

Indonesia is a current biggest economy country in ASEAN and placed as the 16th largest economy in the world that growing a large workforce (ADB, 2017). ASEAN Free Trade Area

(AFTA) has been requesting each country to prepare human resources that able to compete throughout the community. Not only encouraging trades, investments, and job productions, ASEAN community supporting the act of entrepreneurs and skilled labours (ASEAN Secretariat, 2015). A tight competition in economic world is happening with the numbers of new job titles that not suited with the demand of well-educated and well-skilled employers (Budiharso & Tarman, 2020). With billion young people around this unpredictably changing world entering the occupational fields within the next ten years, Sahlberg (2011) argued that today's schools are still unable to support young people with necessary skills in the future. Including Indonesia, a huge number of out-of-school children in Indonesia has made around 15% of its young people unable to complete their compulsory education (UNESCO, 2015). Besides low achievement in international examination (OECD, 2016), a considerable issue is happening on Indonesia's basic education system where the disadvantaged children are still unable to access educational opportunities that prepare them with needed skills to support economic development (LaRocque, 2015). Indonesia urgently needs to reform its educational system, especially to prepare its students to survive and compete globally (Solikhah & Budiharso, 2020a).

In order to achieve these goals, educators and practitioners need to work together to support the whole learning process through formal, informal, or non-formal learning. This combination of learning is believed to enhance students' cognitive and affective aspects by transforming theory understanding into practice and maximize the development of skills required (Eshachm 2007; Werquin 2010). Every member of community is responsible to create a comprehensive learning experience by creating a suitable learning environment that supports the characteristics of lifelong learner. Families, teachers, and advisors play an important role in children's life in the future to become innovators that solve everyday problems (Wagner, 2012). In Indonesia itself, there are part of community that has been delivering profitable services to people in need known as Non-Government Organisations (NGOs). NGOs are promoting activities to support social development for the disadvantaged groups (Lewis, 2010). These NGOs have been involved in activities related to current issues, including affording access to education for all. Although most of the students who live in big cities in Indonesia are enrolled at schools, some of the educationally disadvantaged children are still finding difficulties in accessing an equal quality of education (Solikhah & Budiharso, 2020b).

The educationally disadvantaged children are coming from lower socioeconomic groups that experiencing lack of learning facilities at their schools (CERID, 2005). With their less beneficial experience in learning, these educationally disadvantaged children have lower opportunities to be success in the labour market. These children have limited access to gain compulsory skills for the future due to the problems in school location, lack of teaching materials, or low teacher qualifications may be encountered (Budiharso, 2018). Here, NGOs play an important role as education providers to deliver non-formal education activities that help in minimising the achievement gap between socioeconomic groups of children in Indonesia (Budiharso, 2017). Conducting learning programmes in terms of non-formal education is needed to address the gaps which exist within the delivery of formal education (UNESCO, 2015). Non-formal education is organised as a complementary programme to support access towards education for all (ISCED, 2011) in regards to the inability of formal education in facilitating disadvantaged students to enhance life skills, as well as social and cultural understanding (Ahmed, 1940).

Since 2012, kejar AURORA Foundation has been delivering non-formal education for the educationally disadvantaged children. Kejar AURORA believed in the values of learning, playing, creating, being happy, and togetherness (Prabowo & Iriani, Implementasi Nilai Inovator kejarAURORA Bagi Anak-Anak Pra-Sejahtera, 2017). The program is followed by

children aged 5-14 years. KejarAURORA attempts to improve education quality by designing and developing innovator skill in Indonesia by learning through play under a creative curriculum. The curriculum was designed for program to develop knowledge through play, exploration, and providing with literature findings (Tim Penyusun Kurikulum Kejar Aurora, 2015; Budiharso, 2016). KejarAURORA is aimed to develop children's imagination and skills like creativity, problem solving, leadership, team work, communication, and others. These skills are taught to help children becoming an innovator in the future. Therefore the curriculum was created based on the interview results with several experts and professions in Indonesia such CEO, HR Director, entrepreneur, social entrepreneur, school owner, musician, and artists. These experts are chosen based on their age differences, variety of expertise, their commitment to contribute according to their knowledge, and their experience around the area. It is hoped that kejar AURORA able to fulfil students' competence and maximize their potential in critical thinking, creativity, and being innovative (Prabowo & Ferandy, Belajar, Bermain, Berimajinasi, Berkarya, Berbahagia Bersama, 2016). In delivering the learning program, kejarAURORA focus on enhancing students' moral values, love towards family, responsibility, discipline, confident, tolerance, positive attitude, tenacity, initiative, empathy, gratitude, and sharing. While for the learning program, it is prepared according to different age of group (Solikhah, 2019). The content is related to school's curriculum but deliver in the form of play. Usually, a project is given to students so they learn to solve the problems. The activity may object for individuals of group, in terms of exploring new experiences, physical activities, art, daily life skills, and final performance (Prabowo & Ferandy, Belajar, Bermain, Berimajinasi, Berkarya, Berbahagia Bersama, 2016). The learning program evaluation process in kejarAURORA is carried through several methods such as observation, attendance, presentation, portfolio, performance, and students' activity on adventure book. At the end of each semester, a parent discussion is held to track students' development. The discussion is a compulsory activity as parents are the ones who interact with students every day and reliable to measure their child's development. In addition, parent discussion becomes one of the platform for parents to learn other skills besides parenting such as cooking, gardening, and others.

Learning motivation is related to internal and external factors that influence students' behavior to perform in academic activities (Gopalan, Abu Bakar, Zulkifli, Alwi, & Mat, 2017). Learning motivation help studentsto develop positie attitude in gaining academic achievements. According to Valerio (2012), there are several condition that needs to be created in supporting students' motivation such as supportive learning environment, students' choice and goal setting, engaging learning experiences, and teacher's passion and enthusiasm for learning. Here, teachers play an important role in creating motivating learning environment that allows students to fulfil their interest desire to understand the world. A classroom need empowering teachers that can valued individuals differences and address self-efficacy in completing the task (Hulleman, Barron, Kosovich & Lazowski, 2015).When students are given task according to personal learning styles, it will be easier for the to draw attention and satisfy their curiosities. Teachers are expected to be a facilitator that can assist students in exploring the activities to find correlation between subject matter and real life experience. It is very important for the teachers to show enthusiasm in figuring students' learning motivation.

According to the complementary learning program that held by kejarAURORA, understand the students' learning motivation is matter to maintain the sustainability of the program. Not only for the organization, but focusing on students' learning motivation will help students to understand themselves and to be successful in the future (Tanveer, Shabbir, Ammar, Dolla, & Aslam, 2012).

1.2 Research Objectives

Recognizing the need of understanding students' learning motivation, this study is beneficial in gaining information to provide a supportive learning environment. This study is aimed to investigate the sustainability of non-formal education program by kejarAURORA. KejarAURORA need to understand its main stakeholder which is the children and how the program has developed students' interest in learning. As the program has been running voluntarily for the past 7 years, the result of this study is purposed to be used as evaluation for kejarAURORA,

1.3 Research Questions

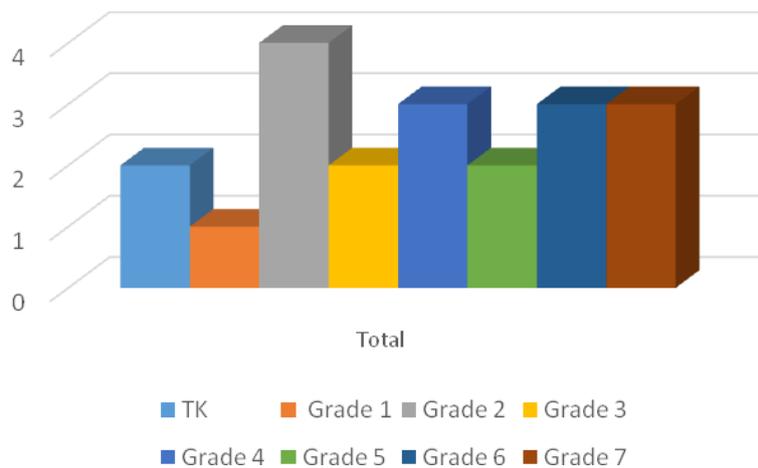
In order to achieve the aim of study, the research questions used are:

- 1) What are students' motivations in attending the learning program at non-formal education by kejarAURORA?
- 2) What are the changes that students feel by joining the program?

2. METHOD

2.1 Participants

Participants of this study are children that has been attending the non-formal education program by kejarAURORA for at least 3 years, and available at the day of sample taking for voluntarily joining the study.



Picture 1.1 – Participants profile

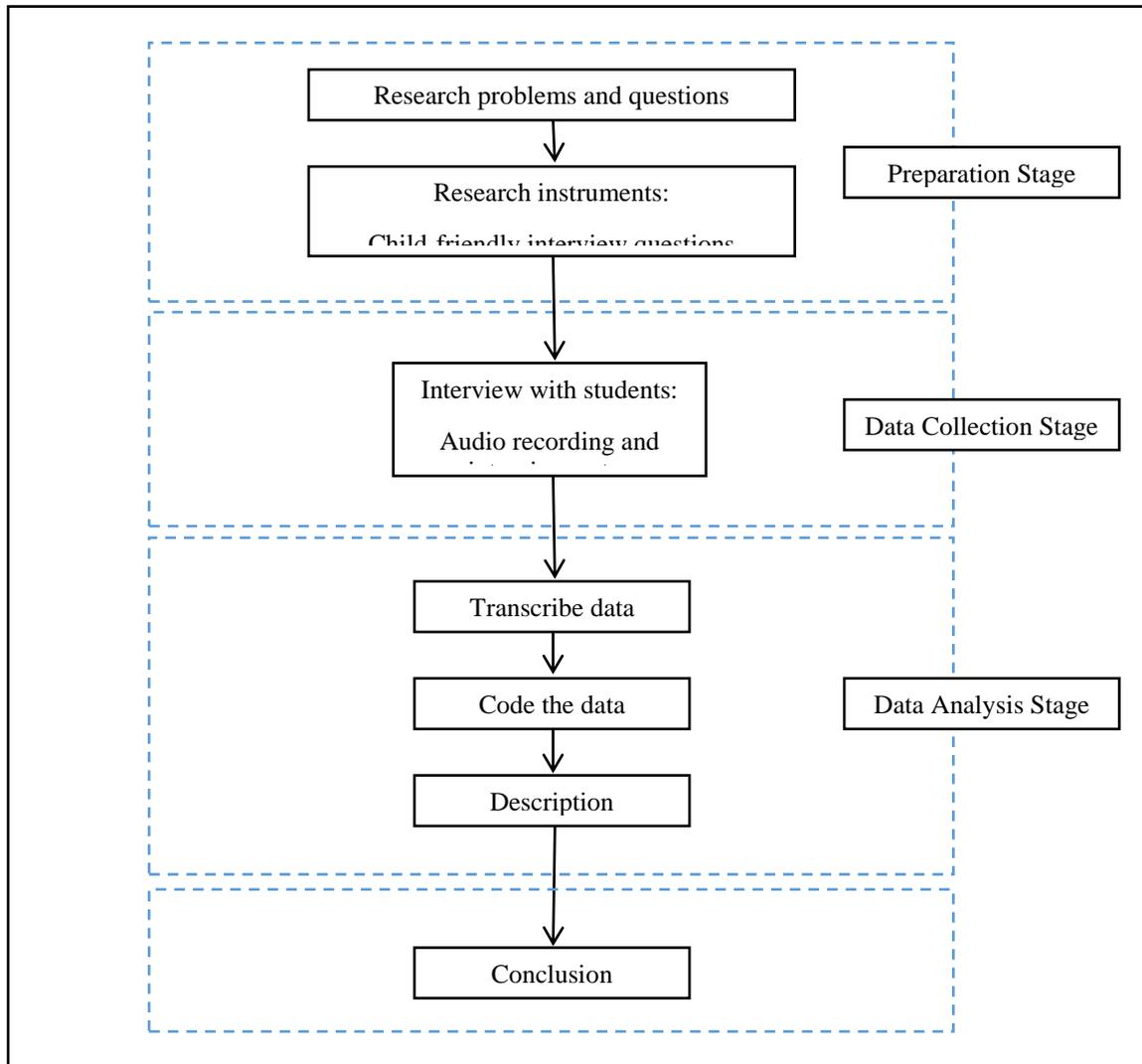
As described on the picture above, there are 20 students joining as participants of the study coming from different age group from kindergarten to 7th grade. This condition is made to achieve wider perspective from each student that voluntarily joining the program.

2.2 Research Instruments

Considering the needs of gaining information from the children, a qualitative instrument of interview for students is used during the data collection. The aim of conducting the interview is to obtain information from students related to their main reasons in attending the learning program, interesting things they found during the learning program, and changes after joining the program. Here, a semi-structured with open-ended and child-friendly questions is developed to explore students' response under the natural setting of non-formal education. One by one approach is chosen in conducting the interview to create space for participants in sharing their responses without any hesitation.

2.3 Data collection process

The stages of data collection process in this study include data preparation, data collection, and data analysis. In preparation stage, child-friendly open-ended questions are made and the participants are categorized according to their eligibility in joining the study. Next, the interview was held in data collection process while recording the responses given. Third, data of students' responses obtained from this study were analysed qualitatively through data transcribing, data coding, and preparing conclusion by categorizing based on its theme.



Picture 1.2 – Data collection and Analysis Stages

2.4 Data analysis

The process of data analysis aims in this study aims to focus in investigating students' responses on learning motivation according to their personal experience. As mention before, there are three steps in data analysis process: transcribing, coding, and drawing conclusion. Transcribing is a process of turning information from audio recording and interview does into written text (Creswell, 2014). Next, text data from interview transcripts were processed through hand analysis for coding steps. In coding, the text and sentences were started to be divided into several groups of response. Groups of responses resulted from most frequently discusses sentences by the student participants. Here, the groups reflected students' responses toward research main objectives and prepared to draw some conclusion.

3. RESULT AND DISCUSSION

Related to students' motivation in attending the learning program, there are four main points that found from this study:

3.1. *Learning activities are fun*

kejarAURORA has 6 activities foundation. Learn, play, imagine, create, happy, and together. They use various materials to teach children, from wasted things to digital. From books to physical activities. All teachers are guides for children to learn through play. Starting from observing, team playing, traditional games, sports, fun art, etc. *"I attend kejar aurora because its activities are fun"* student said. KejarAURORA aims to create creative learning environment by allowing children to choose their activities and facilitating them to explore their curiosity and expand their imagination. It is natural setting of non formal education. As one participant said that *"I can learn through play"*. Children are triggered to learn from play activities while they are at kejarAURORA. Student feel better when they have activities, as one participant said, *"I feel better to come here to have activities, rather than stay at home"*.

KejarAURORA has been trying to facilitate student to understand the meaning of knowledge beside their playing activities. In education, the concept of community of practice suggests the availability of complementary programmes that facilitate students in the process of negotiating the meaning of knowledge (Farnsworth, Kleanthous, & Wenger-Trayner, 2016). Students at kejarAURORA are encouraged by the teachers to explore some activities in their free time. Some children doing researching, observing, reading, watching, discussing, painting, etc (Prabowo & Ferandy, Belajar, Bermain, Berimajinasi, Berkarya, Berbahagia Bersama, 2016). They focus on daily activities that can be easy to understand and practice their creativity. Here, the students are able to see from their surroundings and learn from it. Cowley (2005) said that creativity gives children flexibility to have problem solving skills, and allows them implementing their skills in daily activities as long as they are involving and innovative approaches.

3.2. *Give opportunities to interact and socialize with friends*

KejarAURORA create collaboration environment by allowing children from different level have games and discussions together. They have to work together to finish the tasks created by their teachers. As Bandura (1989) said that children are affected by social influences. KejarAURORA aims to help children to contribute and learn from one another. *"I can have a lot of friends here to talk and play"* and *"I am be able to meet my friends"* are responses from students that indicate they feel better while learning through play with their friends. Not only the voluntary teachers, but students as main participants of the community can contribute to create a comprehensive learning by making a learning environment that supports lifelong learning (Wagner, 2012)

The interesting thing is, although the non-formal education teachers did not emphasise on knowledge construction for the students, an engaging interactions and collaboration is present during the learning program (Keay, May, & O' Mahony, 2014). KejarAURORA manage children collaboration by giving them tasks to do, discuss and present to another team project. So, they can interact one another, they learn through creative process, and dare to present their ideas.

The most important thing is children can feel happy while they are learning at kejarAURORA. It can be helped by happy environment that are created by every member. Student responded to kejarAURORA activities, *"I can be happy playing with my friends here"*. In kejarAURORA, happy together is a foundation for creating creative environment.

3.3 *Feel supported by the teachers*

Teachers in kejarAURORA prepared all teaching materials before activities. But, they will be flexible when children want to learn other topics. Teachers in kejarAURORA have to accommodate children curiosity, interest and strength, because kejarAURORA focus on developing children imagination and soft skills. It is correlate what Robinson and Aronica (2015) said that curriculum need to gives opportunities to children to understand their strength, options to children to learn more about their interest, then facilitate children and teachers collaborate. Suggestion from Lin (2011) on the importance of both teacher and student involvement to create a playful classroom environment. Student said that one of the reason they come back again to kejarAURORA program, *"I join this program because kejarAURORA has so many supportive facilitators"*.

KejarAURORA believes that student can be happy and creative when facilitators can manage creative aspirations with good and personal approaches. As mentioned in the study from Al-Dababneh, et al. (2017), a creative environment is likely to successfully happen when the teachers are confident in being able to manage creative learning in the classroom. Feedback from students are *"In kejarAURORA, facilitators are very kind when they teach us"* and *"Facilitators are kind, fun, handsome, beautiful and sholeh"*. It can be seen that students put attention more on how facilitators approach them. Tanveer, et al. (2012) found that teachers are pivotal factor to influence positive and negative aspects from children. It is clear that kejarAURORA has unique approaches that makes student enjoy joining program.

3.4 *Make them feel better in creativity, thinking, responsible, confident, discipline and happiness*

KejarAURORA focus on developing children imagination and soft skills by learning through play and problem solving skills activities. In every session, children are given tasks and games by teachers. All materials focus on daily activities and interest based. *"I am happy to be here because of teachers and friends."* said student. The most interesting part is that each NFE teacher drew attention to valuing the students' creative behaviour individually, and the students stated that they feel valued.

Tulis and Fulmer (2013) found that individuals experiencing more enjoyment and situational interest (i.e., intrinsic value) reported more persistence on a task. This situation expressed by the students as they said *"I feel smarter than before join this program"*. The students found confident in participating on academic activities after attending the learning program. *"I can be discipline, confident, and responsible to what I do"*. Moreover, the shown their willingness and attitude for being responsible on their own learning while develop their interest during the activities as said *"I have skill to create a toy from wasted things"*.

4. CONCLUSIONS

Drawing from the findings and discussions, this study found several factors that help motivate students in attending the learning program at non-formal education by kejarAURORA. First, the students are agree that the learning activities are fun. Teachers' approach in learning through play has an important role in helping students to find enjoyment in joining the non-formal education. Second, the learning playing environment is obviously can be a mandatory teaching method that allows students to interact and learn together with their friends. Third, teachers' approach to each student is very important for the learning program. With teachers' support, the students feel facilitated to explore their curiosity. Fourth, the level of happiness that students feel during the activities make them enjoy the

learning process and create positive impacts such as creativity, thinking, responsible, confident, and discipline.

Since this study is focused on students' learning motivation in joining the non-formal education learning program, the result can be used as:

- Evaluation for kejarAURORA to create an unique program that match what students need
- Lesson learned for another Non-Formal Education organization that concer to children education
- Lesson Learned for teachers

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