Chapter 11

Community Learning Center to Enable Innovation in Learning Recovery Strategy for Post-Pandemic Era

Rania Chairunnisa Qisti & Ferdian Admil Sandika

A. The Disruption of COVID-19 in Education

Due to the COVID-19 pandemic's emergency, education systems worldwide are being severely disrupted. According to UNICEF (2021), educational institution closures impacted nearly 1.6 billion students in over 190 countries, accounting for 94% of the world's student population. The change caught teachers and administrators off guard, forcing them to devise emergency remote-learning solutions quickly. As a result of this disruption, education experts are beginning to investigate the impact of school closures on student learning progress or lack thereof.

As of March 23, 2020, approximately 500,000 schools in Indonesia will be closed. The government aimed to create a solution that addressed the learning and psychological needs of a diverse community,

R. C. Qisti,* & F. A. Sandika
*Universiti Putra Malaysia, Malaysia, e-mail: raniachairunnisa@gmail.com

including people of all ages and from all locations. As a result, a program called Studying from Home was created, which offered students the internet, television, and print resources to help them continue learning during school closures (UNICEF, 2021). Even though many educational institutions have experimented with various degrees of remote learning, it is commonly known that the shutdown will result in considerable learning losses (Kuhfeld et al., 2020). According to a recent study, even momentary school closures can cause considerable medium-term learning loss (Andrabi et al., 2020).

Afkar et al. (2020) from The World Bank predicted that Indonesian students had already lost 11 points on the PISA reading scale and US$249 in future yearly individual earnings due to the four-month closure period from March 24 to the end of July 2020. They give estimates for six- and eight-month school shutdown scenarios, illustrating that when schools gradually reopen (and maybe re-close), these losses are expected to increase in the months ahead.

Many in the education world, on the other hand, see the pandemic as an opportunity to rebuild better—to re-imagine and re-design education for the future. First and foremost, we must recuperate from the anticipated learning difficulties.

This chapter emphasizes the significance of envisioning Community Learning Centers (CLC) as a part of the learning recovery process. In UNICEF's Assignment Children, Arnove (1973) stated that there had been a lack of creative, imaginative, and comprehensive remedies to the poor educational issues in the cities and rural areas in developing countries. He envisioned learning centers as institutional environments with various activities and resources to meet the requirements of different groups. He saw these centers as gathering places where people of all ages might take short courses, get counseling, share hobbies, teach skills, get health and nutritional care, and learn about national social programs. He noted that the centers might use existing community facilities, such as places of worship, recreational centers, health services, community action centers, and schools.

CLC's mission is to increase citizens' possibilities to develop their potential and work for a living, particularly for those unable to better their knowledge, abilities, or mental attitudes. People are meant to be motivated to act or try to meet their learning requirements independently because of the community's shift in thinking. The CLC (Community Learning Center) is a tool for increasing and coordinating various community learning activities. Many places have learning programs management and ownership by and for the community (Mutiara & Koesmawan, 2020).

B. Non-formal Education

UNESCO has recognized four learning pillars: knowing, doing, living together, and being. "Learning to know contains the meaning of learning how to learn," according to UNESCO, "learning to do contains dimensions of human life skills, learning to live together contains dimensions of multicultural life, and learning to contain the meaning of learning to recognize identity, abilities, weaknesses, and competencies that are mastered in building a whole life sustainably" (Saepudin et al., 2021).

Implementing UNESCO's (2005) four pillars of learning gave birth to the concept of a learning revolution. Modern learning approaches transform pupils from passive to active learning, factual to critical thinking, reactive to proactive responding, and abstract to real thinking, preparing them to become learning resources. As a result of this trend, non-formal education has become increasingly important. Non-formal education, or "situated learning," examines the differences between formal, informal, and non-formal education in terms of formality and informality characteristics (Romi & Schmida 2009).

Non-formal education, according to Widodo & Soedjarwo (2011), is "any organized, the systematic educational activity carried out outside of the formal system to give certain forms of learning to specific subsets of the population, including adults and children." Non-formal education encompassed all education outside the official

system (Rogers, 2007). Non-formal formal education, according to experts, is education provided outside of a structured pay system as a supplement, enhancer, or replacement for formal education.

For various reasons, such as fun, competence, and life skills, non-formal educational demands in schools are required. As a result, there is a complete and synergistic interplay between non-formal education and schools (Widodo & Nusantara, 2020).

Widodo then continued those students who participate in non-formal education activities are enthusiastic about proofing schooling because it is optional, has no compulsion, is enjoyable, and adds value to education. According to a non-formal education program study that enhances children's character, sports specialty develops sportsman-ship, perseverance, and courage. The quality of the intensive study is reinforced by an additional subject matter program. The culinary arts curriculum fosters inventiveness, while the Islamic arts program fosters endurance.

"Non-formal education is held for citizens who need education as a substitution, addition, and complement to formal education in a series of supporting lifetime education," according to Article 26, paragraph 1 of the National Education System Law No. 20 of 2003.

According to Fakhruddin & Shofwan (2019), non-formal education is important since it serves as a complement, substitute, and enhancer for developing a better community. It entails expansion through community empowerment programs or training to strengthen the community's human and natural resources, as well as its local potential. While non-formal education is more flexible than formal education in terms of area and time, it has educational aims and purposes. It's not to be mistaken with anarchy, nihilism, or the abandonment of socially accepted behavioral norms. Traditional behavior patterns and harsh, authoritative conventions are replaced by democratic tactics of persuasion and decision-making (Romi & Schmida, 2009).

The speed with which information is updated and society changes are becoming a modern-day trend. A person's competencies and

skills must be developed to stay competitive. Non-formal education is quickly gaining traction as the most adaptable means of fulfilling tasks, allowing for the rapid acquisition of relevant information and expertise (Kicherova & Efimova, 2020).

As a subsystem of national education, non-formal education faces two significant development challenges: first, how non-formal education can carry out a national commitment to improve and develop the quality of education; and second, how effective non-formal education can play a role in helping to resolve the various issues confronting the lower layers of society, which face structural and cultural limitations and powerlessness as a result of these limitations. To address these issues, all stakeholders should be involved in developing and implementing non-formal education and education programs, because non-formal education initiatives that do not consider quality will not be implemented efficiently (Pramudia et al., 2017).

C. Community Learning Center (CLC)

Non-formal education has a large and complicated scope as one of the subsystems of national education. Theoretically, Saepudin et al. (2015) organized and coordinated action outside the school system, carried out independently or as an essential part of larger activities to assist selected pupils in reaching their learning goals. The Community Learning Center (CLC) is a non-formal education institution vital to the community's education and empowerment.

In Indonesia, the Community Learning Center (CLC), also known as Pusat Kegiatan Belajar Masyarakat (PKBM), was founded in 1998 as part of the Asia-Pacific Program of Education for All (APPEAL) agreement. A community learning center, according to UNESCO, is a non-formal educational institution that is generally founded and managed by local communities to provide a variety of learning opportunities (Haddad, 2008). CLC may thus be considered non-formal education.

CLC is a non-formal education organization, according to Saepudin et al. (2019), that organizes various learning activities based on

community needs and ideas by and for the community. As a learning system, CLC is built on the following five components: (1) learning needs, (2) learning resources, (3) learning programs, (4) learning groups/platforms, and (5) learning activity facilitator. CLC was first proposed as an out-of-school education unit in the early 1990s, and it was supported by a conference of world leaders.

CLC provides a platform for community members to gain meaningful information or skills by utilizing existing facilities, infrastructure, and potentials in their immediate environment (villages or cities). The community can learn skills that will help them improve their standard of living and academic achievements. It is backed up by Irmawati (2017), a study that found CLC to be particularly successful in reducing illiteracy in the Karimun Regency.

The critical objectives in developing CLC, according to Abidin et al. (2019), are to: first, enable a variety of learning needs of the community with a variety of problems; and second, to prepare, strengthen, and develop human resources so that they have the knowledge, skills, attitudes, and competitiveness to obtain future opportunities. The purpose of institutionalizing CLC, according to Sihombing (2019) study, is to "find, grow, develop, and harness all of the community's potentials." It seeks to empower all potentials and educational facilities in the area as part of an attempt to educate the community to help reduce poverty while sticking to the development philosophy of achieving democracy in education.

Every CLC service program or activity is held in a learning context, according to Saepudin et al. (2021), which means that the process and consequences of the programs and service activities that program target residents follow and receive must affect changes in knowledge, attitudes, and skills. CLC's primary goal and ultimate purpose for any program or service activity are to benefit the community. Any CLC program or service activity, on the other hand, has the community as its primary emphasis and ultimate goal.

Outside facilitation and help, on the other hand, the CLC program have its major and final goal for the community. a) the ability

to identify and record the needs of the community (the learners); b) serve the needs and interests of learners in a variety of activities or according to their needs and interests; c) mobilize existing resources in communities; d) build partnerships and cooperation are open to various institutions or organizations, allowing CLC to develop various community development activities for learners according to their needs and interests by the Law of the Republic of Indonesia.

The CLC program's orientation as a non-formal education unit is based on community education using a Community Based Education (CBE) strategy, which considers the features and trends of non-formal education issues that now contribute to addressing the community's actual needs. The need to identify the community, its characteristics, needs, flaws, and strengths are emphasized in community-based education (Saepudin et al., 2019). CBE is a community-based approach to problem-solving that emphasizes the power of the environment (to help people, to help themselves) in its implementation.

D. Implementation of CLC Management Strengthening Model Trial

The learning management activities at CLC cover the model's application. According to Dewi (2014), management is actions taken collectively and by people and groups to achieve organizational goals. As a model component, learning management is the process of planning, organizing, executing, and evaluating learning.

The manager's first step should be planning before conducting any learning initiatives. As a result, CLC executives should set aside time to learn thoroughly and regularly during this period. Many people are involved in learning planning and implementation, mainly those familiar with this method's expectations and outcomes.

The four tasks that help compensate for planning are general identification of learning requirements, assessment of learning needs based on the largest portion, identification of learning resources, and identification of collaboration partners. Identifying program objectives, choosing content or learning materials and their arrangement,

selecting a strategy for carrying out the program of activities, and deciding how to evaluate the program/success are all steps in the planning process.

The implementation process is a learning activity guided in an interactive, democratic, and participatory learning and training environment—learning resources with various opportunities to become managers, allowing them or other parties to transmit information and skills to the community as students in these learning activities. Mentors or learning resources, alone or in collaboration with others, carry out acts that support or accompany the community learning process. Learning resources are designed to improve the community's knowledge and skills by increasing its capacity in response to their needs.

The assessment stage examines various variables used to assess learning outcomes that community members achieve as learners or students. As a result of the findings, the pupils' pre- and post-test scores improved. In addition, the manager's evaluation reflects a generally positive response and assessment of the students.

According to the description above, adopting the CLC management strengthening approach improves community members' ability to deal with problems they face regularly, CLC managers can increase their learners' learning ability by providing them training. Training is an intentional effort to make it easier for employees to learn about their work and improve their knowledge, skills, and behavior (Nurleni, 2018).

E. CLC as part of Learning Recovery

The current COVID-19 epidemic, according to Roy (2020), an Indian novelist and activist, is a gateway. It's a path to a reinvented future that must be different from the one we've known thus far. The pandemic's disproportionately devastating health and livelihood consequences—for individuals, communities, and even entire societies—underpin institutionalized discrimination based on race, ethnicity, class, gender, sexual orientation, age, and ability.

These gaps can be found in educational systems across the world. The most underprivileged and prejudiced populations have been disproportionately damaged by school closures and measures to reach children through online schooling. This type of education delivery emphasizes the difficulties experienced by people who do not have access to computers or live in remote areas without access to electricity or Wi-Fi. These students may not have adequate space to work in peace at home. In addition, key services given by schools have been significantly reduced or removed. We can't return to the current state of affairs. COVID-19's lessons inspire us to imagine education systems that benefit students of all ages.

Despite the outbreak and nationwide school closures, the well-established blended learning program enabled children and teenagers to continue their education (UNICEF education COVID-19, 2020). It is possible to design a Learning Center that provides services. As educational facilities expand, students will study and use what they have learned to assist the community. In the same facility, students may learn, create, and put their knowledge into practice. CLCs work to improve the information community's knowledge and literacy skills so that people can find, assess, and retrieve the information they need and share it effectively. According to Catts (2012), a literate person can (1) detect their information needs, (2) locate and evaluate the quality of the information found, (3) store and retrieve information, and (4) utilize that information efficiently and ethically, and (5) disturb that information to create and share knowledge. Individuals who are information literate must possess these five characteristics.

COVID-19 is causing a drop in formal education enrolment for the 2019 school year, emphasizing the importance of providing non-formal education options and second-chance education initiatives like this to provide learners with a second chance to continue learning (UNICEF education COVID-19, 2020). Currently, the CLC's role as a community learning resource is vital. Various activities will provide new knowledge to the community at any time and location. Nonformal education includes all community activities in the learn-

ing process (Gibson et al., 2018). The community works together to carry out informal learning activities at the CLC (Swaminathan, 2007). Now is a great time for students to participate in a problem-solving program. As part of the curriculum, students would critically analyze topics that affect them, their families, and their communities.

CLC is supposed to fuel the literacy movement, improve a community's ability to participate more fully in the development, adjust to social changes and developments, and raise its standard of living. Furthermore, the government's Accelerated Illiteracy Eradication Program, Paket B (equal to junior high school) and Paket C (similar to senior high school) study groups, a life skills course, a training program, a community empowerment program, and an early childhood education program all help the government achieve its aim of lifelong education and education for all.

The steps of implementing the plan at CLC are also known as activities. The technical implementation is known as the activity coordinator while engaging with the CLC's head. As part of the monitoring system, the activity coordinator is monitored via extensive communication and routine control. The strategy evaluation process at CLC takes place in both informal and formal settings. Internally and externally, formal meetings occur regularly.

Let us make schools places where kids may learn from and support one another once they reopen. Ask the kids what they've learned from their parents and the community in the last several months, and utilize those ideas to guide their learning for the rest of the year. Our children require not only the future but also the present.

F.　Recommendation

In light of the COVID 19 pandemic's uncertainty, CLC should design a comprehensive strategy for advancing a blended approach to learning that can be tailored to remote learning in times of crisis and used in everyday teaching and learning to enhance face-to-face courses while schools are open.

Setting up a costed multi-sector, multi-partner plan to address internet and cellular connection access challenges and ensure Indonesia's 'unity' through equal access to all should also be considered. It should offer zero-rating services, expand and innovate connections, provide free and subsidized equipment, provide digital literacy training, and address issues like cost, connectivity, literacy, prejudice, and diversity.

Incorporate activities that encourage learner readiness within the teacher development program, such as promoting a growth mindset, resilience, autonomous learning capacities, and psychosocial support for improved mental health and digital literacy. Furthermore, needs assessment may assist educational administrators at CLCs in planning the instructional design process for any training or educational project to be successful. According to Pilcher (2016), need assessment is no longer regarded as a critical element of the instructional design process, but rather a more thorough examination of performance issues and how they might be addressed. As a result, school managers may now consider need assessment a more thorough, methodical technique that can also be used in human resources (Pilcher, 2016).

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