
Non-formal Education of Marginalized Children in the Kledokan Scavenger Community

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Abstract

Non-formal education is a very important arena for developing countries like Indonesia. Government and non-government organizations (NGOs) launched non-formal education programs serving children who were not yet enrolled or had dropped out of school. This research aims to describe how non-formal education is obtained along with the supporting and inhibiting factors in its implementation. This research uses a qualitative descriptive method with a case study research strategy. The types of data used are primary and secondary data. Data sources consist of people and objects. Data collection uses observation, interviews and documentation methods. Data processing and analysis methods use interactive analysis. Validity analysis uses the triangulation method. The research results show that the process of providing education consists of three stages, namely planning, implementation and evaluation. Supporting factors come from three sources, namely from the existence of marginalized school communities as organizers and facilitators of learning, relations between marginalized school communities and outside parties, the willingness to participate in learning from students and support from parents. The inhibiting factors consist of less-than-optimal resource management in marginalized school communities, limited ability of students, lack of parental guidance and a surrounding environment that is not conducive to learning.

Keywords: nonformal education, marginalized children, learning supporting, inhibiting factors

INTRODUCTION

Historically, non-formal education has played, and continues to play, an important role in lifelong learning in most educational jurisdictions (Syaparuddin, 2020). Correspondingly, the current situation driving the development and evolution of non-formal education is often global in its general nature (Somchan et al., 2023). Non-formal education, i.e. any education or activity that takes place outside the formal system, in providing opportunities for the community to access resources and participate in community development (Fakhruddin & Shofwan, 2019). The education path that is the main path in the implementation of national education is formal education (Rosmilawati et al., 2020). Ideally, formal education can really educate the people (Muslim & Holy, 2020). However, in reality formal education has not been able to really facilitate and meet the educational needs of the community as a whole (Agustin & Supriyanto, 2020).

Data Statistical Center Body (2021) It was found that the average length of schooling of residents aged 15 years and over who lived in households with lower economic status was much lower than the average length of schooling of residents of the upper economy. In terms of accessibility, it was found that there were about 3.31 percent who had not or had never experienced formal schooling. The issue of education accessibility does not end there, according to Susenas 2020 data showing 4.1 million children and adolescents are out of school (Unicef, 2021). In terms of competence, Indonesia occupies the bottom 10 position out of 79 participating countries. The average reading ability of Indonesian students is 80 points below average. The ability of Indonesian students is also still below the achievement of students in ASEAN countries. The average reading, math, and science proficiency of Indonesian students is 42 points, 52 points, and 37 points below the average of ASEAN students respectively (Mark, 2019).

One of the parties who have not been able to access and feel the benefits of this formal education is children from marginalized families living in the scavenger settlements of Kledokan, Caturtunggal, Depok, Sleman. The inability of formal education to overcome this problem encourages the implementation of non-formal education facilitated by the local community. Non-formal education is organized to function as a substitute, enhancer and / or complement to formal education in order to support lifelong education (Kicherova & Trifonova, 2023). Non-formal education serves to develop knowledge, skills, attitudes and personality. Non-formal education has functions in three domains of education at once, namely cognitive (knowledge), affective (attitudes and personality) and psychomotor (skills). The cognitive domain is related to the mastery of knowledge, the affective realm is related to the formation of attitudes and character, non-formal education has a role as a means of moral education (Syaparuddin & Elihami, 2019).

The existence of education is expected to be able to reduce the difficulties and limitations experienced by the marginalized. Education is seen as one of the efforts that can break the chain of poverty and helplessness (Potdar, 2023). The assumption is that educated people will have good self-quality and will eventually produce good offspring and generations as well. Uniquely, this statement is in line with previous research that found that marginalized people also have the perception that education is quite important, they want children born and grown from their families to be better people than they are today. An educated person will have good cognitive abilities, skilled psychomotor and superior attitude and personality. Education plays a role in poverty alleviation efforts, education is an investment and an opportunity to compete for a better livelihood in the future.

As a complex process, there are several factors that affect the quality and quantity of education held. At least these factors are divided into two large clusters, namely the academic cluster and the non-academic cluster. Factors derived from the academic cluster consist of educational organizing institutions, students themselves, educators, and classmates. Factors originating from non-academic clusters of families, surrounding communities and the environment around where they live

(González-Rodríguez et al., 2019). These factors are related to social symptoms that occur during the educational process, previous findings show that socioeconomic status in society affects the persistence of students which will ultimately affect the quality of educational outcomes (Reynolds & Cruise, 2020). Further to that, according to (Xiao, 2023) On a broader scale, education will also be greatly influenced by the accessibility of resources in education, the welfare of life and the effectiveness of the bureaucracy that overshadows the educational process. Based on this background, this study will describe the process of providing education and analyze what are the supporting and inhibiting factors that affect the implementation of education.

METHOD

This research uses qualitative descriptive method with case study research strategy. According to Bogdan and Taylor in (Arikunto, 2010), a qualitative research approach is a research procedure that produces descriptive data in the form of written or spoken words of people and observed behavior. Case studies themselves can be interpreted as a series of scientific activities carried out intensively about a particular program, phenomenon or activity, both in the realm of individuals and groups, a particular institution or organization to obtain in-depth knowledge about the event (Rahardjo, 2017). Researchers used the snowball technique (*snow ball sampling*). That is data collection by using participants and other informants to complete information from participants

This qualitative approach with a case study strategy was chosen based on three reasons. First, the research that will be carried out to describe the object of research, the data to be sought is descriptive data, then the qualitative approach is the most appropriate approach. Second, the descriptive study carried out must be in-depth and can find detailed details of the educational process carried out, Third, the phenomenon of non-formal and informal education in marginal communities is a special phenomenon so that it cannot be generalized.

The data used consists of two types of data, namely primary data and secondary data. Primary data comes from research informants consisting of marginalized communities in kledokan, administrators and volunteers of marginal schools and related parties and have influence on marginalized communities there. Secondary data comes from secondary data sources consisting of documentation in the form of photos, articles, news and other documentation results that have been published on social media and other publication media.

Data collection techniques use interviews, observation and documentation. An interview is a question and answer with someone to get information or his opinion about a matter or problem (Civilization et al., 2021). Observation is the process of systematic observation of human activity and physical regulation whereby the activity takes place continuously from natural activity to produce facts (Agam Thahir et al., 2022). Observation will be carried out directly by coming to the location of marginal communities located in kledokan. Documentation is a way to provide documents using accurate evidence from recording sources of information.

Data is processed and analyzed so that it can produce using interactive analysis techniques consisting of data reduction, data display and conclusion drawing. Data reduction is carried out by focusing research results on things that are considered important and relevant to the research objectives. Display data is carried out to provide a comprehensive picture of the research. The data displayed serves to present data in detail and thoroughly, so that researchers can look for patterns in the relationship of each aspect related to research. Conclusions are drawn at the end of data processing (Miles et al., 2014).

Data validity analysis using the data triangulation method. Triangulation of data sources is to explore the truth or credibility of a data by examining data obtained through several sources

(Moleong, 2018). Data processing and analysis are generally carried out with the aim of obtaining data that is in accordance with research objectives, valid and accountable.

DISCUSSION

Non-formal Education of Children of Marginalized Communities

Non-formal education is present at all stages of human development. Starting from the early stages of early childhood development to the stage at the end of life. All education that exists in every stage of human development exists and falls within the framework of lifelong education, education from birth to death. The existence of non-formal education in the framework of lifelong education is closely related to the important role of education. A smart nation is a nation that has smart and quality human resources. These smart and quality human resources can be formed and built through the educational process. Education that is held will determine how the condition and quality of human resources that exist in the future. The low quality of education is one of the causes of the current human resource crisis (Binus, 2020). The existence of this marginalized community phenomenon is one form of educational failure. This condition becomes a kind of paradox that forms a vicious circle, low education produces less competent human resources, less competent human resources will produce the same offspring and, in the end, only repeat the problems of previous generations.

Education plays a very important role in the quality of human resources in the future, especially basic and early childhood education. Education also affects children's growth and development because this period is a sensitive period and needs the right stimulus (Yusuf et al., 2023). The educational process also plays a role in the formation of the character of children who will later become part of society, the transfer of character values occurs in the educational process (Handayani et al., 2021). Further to that deep (Tuhuteru et al., 2023), education also plays a role in fostering tolerance. This implication makes education so important, including for children of marginalized communities.

Marginalized communities are defined as marginalized communities (marginal margins). Marginalized people are people who are weak in almost all aspects of their lives (Ilham & Farid, 2019). Weak socially, economically, politically, culturally and legally. Socially they are at the bottom of the social strata and are dishonorable. Economically they are poor and lack economic resilience. Politically they are weak and have a weak bargaining position. Culturally they are backward and legally they are not protected. The incompetence of marginalized communities leads to many deviations resulting in social problems. There are various reasons why a society can be said or classified as a marginal society. These causes can come from various factors such as economic, educational, social, and access to information (Pradana & Fadilah, 2022). The inequality experienced by marginalized communities is quite a lot, ranging from educational facilities to ease of accessibility to obtain information (Mahfud & Sofiyatun, 2015).

The performance of educators and the willingness of students is one of the factors that greatly influence the quality of learning (Simamora et al., 2020). In addition, factors from academic clusters such as managerial resources of educational institutions have an important role in the quality of education organized (Hermansyah, 2021). Factors originating from non-academic clusters such as families and the surrounding community are one of the important factors in the success of education held. Therefore, it is necessary. Collaboration between educational institutions (and all their components) with families and the surrounding community, considering that this is one of the factors that influence the success of education implementation (Sadiku & Sylaj, 2019).

Learning Process in Marginal Schools

The learning process for children from marginalized community families is organized and facilitated by Marginal School Community Volunteers. Marginal School Community is a community engaged in providing free education for marginalized people. Currently, the Marginal School Community has organized education in several places, one of which is the Marginal School located in Kledokan, Caturtunggal, Depok, Sleman, D.I. Yogyakarta. The learning process in the Marginal School Community has the ultimate goal of equalizing education. KSM students will be involved in the package chase exam held by the authorities. The low quality of education is one of the main causes of low human quality at this time (Madani, 2019).

The learning process in marginal schools is carried out structurally and intensively. Learning cycle in marginal schools for three months. The 3-month process consists of several stages which include the stages of preparation, implementation and evaluation of learning. Learning preparation consists of the process of observation and classification, the implementation of learning in the form of routine learning every week, and evaluation in the form of examinations and assessment of student learning outcomes. This is as revealed by one of the administrators of the Marginal School Community

"To be able to implement the program effectively from the preparation stage to the evaluation, it takes approximately 3 months. First, observation and classification were carried out to see the ability of students to make it easier for volunteers to group. Continue in the learning process using methods that allow us to use, and finally we will conduct an evaluation to measure the extent of children's development."

Assessment as part of the planning stage serves to find out the picture of the condition of students who will follow the learning in KSM. The differences in needs between students from one another need to be really known because the right information will make it easier for educators or volunteers to facilitate learning. As said by EV, the person in charge of the curriculum

"Usually, before starting the program, we first assess the children. What do they need and what family conditions each cake in. So, later our learning time as volunteers already know the characteristics based on family background and that makes it easier for us to approach them. For example, the A is from a broken home family, so we as volunteers already know what we will do when we meet him."

Furthermore, classification is carried out to prospective students. Classification is carried out to group students based on their basic abilities. This grouping is useful to facilitate volunteers to facilitate learning and make it easier for students to receive existing learning according to their abilities. This grouping has implications for its educational process. This is related to the findings of previous research that proper education plays a very important role in children's growth and development because it becomes a golden age throughout the age span of human development. This period is a sensitive period and needs the right stimulus from the environment (Ariyanti, 2016).

The learning guidelines implemented in marginal schools are based on a pre-prepared curriculum. The curriculum is divided into two, namely the regular curriculum and the Special Education (PLB) curriculum. The difference between the two curricula is in the learning approach and methods used in learning. The regular curriculum focuses on calistung learning and providing learning motivation, while the PLB Curriculum also focuses on providing learning and motivation, but the learning targets are children with special needs, so there are adjustments.

The next stage is the stage of implementing learning. One cycle of learning implementation is carried out for three months. For three months, there will be three meetings every week on Monday, Wednesday and Thursday. Students will be given material according to their needs and learning development. As EV as the person in charge of the curriculum said, he said:

"Every week we have 3 meetings on Monday, Wednesday, and Thursday. Every day the material is different and adapts to the children as well. If the children already understand material A, then we continue to other materials. It depends on the situation and the conditions on the ground."

Each learning meeting will be attended by 10 volunteers. Volunteers who attended consisted of learning facilitators of marginalized school community administrators. Learning conducted three times a week is believed to have a positive effect on children's development cognitively, affectively, and psychomotorically. Furthermore, non-formal education held has a role as a means of moral education (Syaparuddin & Elihami, 2019).

The learning method used is more private for students. This method is to make it easier for students to receive learning material because of its individual nature. Each learner will be accompanied by one or two facilitators if possible. But not infrequently the distribution is carried out in groups where later each group will be accompanied by 2 volunteers as facilitators. As stated by the Marginal School board

"Each of our defenders uses a private method, because this method makes it very easy for children. They understand better when taught individually rather than together. For example, when learning to count, many of them must be accompanied individually first and then can understand. Each child will be guided by 1 to 2 volunteers, if the group we usually give 2 volunteers per group."

The implementation of learning in KSM is not solely results-oriented. Students are taught to appreciate the existing learning process so that they will be more comfortable to learn without being burdened by the results that will be obtained. The existence of a focus on learning these processes is also considered important to build awareness of the importance of the process that must be passed by students and not solely pragmatic on results. Students will also be invited to interpret the learning process they go through. The existence of meaningful education and learning is important to do with the aim of interpreting education as an investment in order to get a better livelihood in the future (Ustama, 2010).

The final stage in the learning process is evaluation, which consists of daily evaluation and overall evaluation. The overall evaluation is carried out after the completion of the trimester or three months of learning period. The overall evaluation material is the exam results at the end of each trimester and the daily learning journal created by the facilitator. Daily evaluation is carried out by keeping a daily journal related to the state and development of learning on that day. The assessment given to students varies. This is adjusted to the level of ability of students, as well as the classification of regular classes and PLB, the form of evaluation tests given is different from each other. This is as said by EV as the administrator of the Marginal School

"The results of our evaluations and assessments can be from daily journals filled with volunteers after each teaching with semester exam results. If we finally distinguish between one child and another, we adjust the problem according to each other's abilities."

The evaluation data will be analyzed for the determination of learning in the next trimester. If students who have successfully passed the minimum score limit, the next trimester will be given material that is one level higher. However, if the results show that many students have not been able to exceed the minimum score limit, strengthening understanding and enrichment of the material will be carried out. This was conveyed by FT as the person in charge of the Marginal School curriculum

"At the end of each semester, we will usually see the results of the children's learning have been completed or not. That will be the decision of the next trisememester of what the material will look like, if indeed the results of children above the KKM we will change to a higher material, but if there are many under the KKM it will be more about strengthening and enrichment."

The existence of a good and structured evaluation process will make it easier to be able to determine the learning steps afterwards.

Learning Support Factors

Supporting factors for the implementation of learning from four sources, namely from internal resources of marginal school communities, relationships or networks outside the community, from students and from parents of students.

The supporting factor that comes from the internal resources of the marginal school community is the presence of the marginal school community which is the organizer and facilitator of learning. The existence of personnel is very influential in the implementation of educational institutions (Sabaniah et al., 2021). This is further supported by the large number of administrators and facilitators who are members of marginalized school communities. The amount of this quantity is quite a lot to help the process of implementing learning, the number of personnel will facilitate the distribution of tasks and ease the workload received by each administrator and facilitator on duty (Edible and Sweet, 2020). As AF says, as a counter:

"The factor of human resources is one of the supporting factors, human resources in the Marginal School Community are currently quite a lot, this can be a support because yes, the more energy, the more thoughts it is also one of the supporting factors"

Volunteers who act as facilitators play an important role. Marginal School Volunteers have at least five main roles, namely the role as a source of learning for students, the role as a learning demonstrator, the role as a motivator, the role as a manager and the role as an evaluator (Dwiyan Wijayanti & Popi Andiyansari, 2023).

The second supporting factor comes from the relationship or network of marginal school communities with outsiders. External relations strongly support the running of educational institutions. These outside parties can be individuals or organizations. Regarding this matter was conveyed by one of the administrators of the Marginal School

"The second contributing factor comes from relationships or networks with outside people, both from donors and from other organizations that are also very often helpful. There is value assistance that optimizes the learning implementation process, because it is clear that marginalized school communities cannot stand alone and need support from outside parties."

The support received by the Marginal School Community so far has been in the form of donations, both donations in the form of money for community operational needs and donations of goods that can be used in marginal schools. Apart from donors, supporters of success from outside parties can be in the form of events carried out with cooperation mechanisms with outside organizations, for example from campus organizations, similar volunteer communities and other organizations. Furthermore, the existence of innovation and continuous development in programs organized by Marginalized School Communities in collaboration with partners is the result of good relations between the two. External support can strengthen social capital.

The third supporting feature comes from the learners. The willingness of students to participate in learning activities is one of the determinants of the success of the learning carried out. The willingness that comes from these students is enough to make it easier for personnel to facilitate learning (Zaccone & Pedrini, 2019).

The fourth contributing factor comes from parents of students who allow and support (although not completely) their children to learn. Permission and support from parents of these students can be said to be one of the determining factors for the implementation or failure of learning (Fawzyah et al., 2019). This is one of the determining factors because the students here are completely in the control of their parents. In the observations carried out there is information about this

"Without support from parents and local people (marginalized communities) learning cannot be carried out. The support provided in the sense of allowing their children to learn, there are also parents who have scolded their children when they do not leave (participate in learning) in marginal schools"

Furthermore, if parents are able to collaborate with educators, support and guidance from both can reduce academic stress caused by the learning process (Pajariato et al., 2020).

Inhibiting Factors of Learning

Based on the results of the study, four inhibiting factors were found in the implementation of education and learning. The four factors consist of internal volunteers, students, parents and the surrounding environment. The inhibiting factor of the education of marginalized children is the same as the supporting factor, as explained by one of the administrators of the Marginal School.

The first inhibiting factor from the internal community is the lack of optimal management of internal community resources. Currently, there are many human resources, but they have not been optimally organized. This suboptimal management sometimes causes communication problems (*miss communication*) which makes the problem more complex. Another inhibiting factor stems from the high heterogeneity of volunteers. The heterogeneity stems from differences in the backgrounds of the volunteers, most of whom are students and come from many different majors. As a result, sometimes planning and managing human resources that have previously been prepared cannot be carried out properly and must be readjusted. This is as stated by one of the administrators of the Marginal School

"Well, if this inhibiting factor is like a double-edged sword, it means that the inhibiting factor may also arise from, for example, the large number of human resources that can be used properly, but it can be another problem when the management carried out is not good, such as with human resources who are quite overwhelmed to manage their Human Resources."

This internal problem is important to overcome immediately, because human resources are one of the important components in organizational development (Ronquillo et al., 2021). The role of the chairman or coordinator of each division plays an important role in overcoming this problem, there needs to be a continuous transformation that can start from the chairman or coordinator in each division. Continuous transformation that can be initiated through this chairman can improve organizational performance and development (Sistem et al., 2022), so that programs run by the organization can run more optimally. Furthermore, in addition to the role of the chairman and coordinators, this problem can be overcome by starting to empower the internal personnel of the organization, the empowerment will encourage the work performance of the organization, both at the personal level and collectively (Al-Omari et al., 2020). The existence of empowerment will make personnel not only wait for orders and directions, but also have the awareness to act in accordance with their work domain. This initiative can improve the work performance and professionalism of the volunteers on duty.

The second problem that arises is the lack of communication within the institution. Although communication is very important in organizations, according to (Eğriboy, 2022) In fact, communication skills are things that are not too much considered. This condition makes interaction and communication patterns within the community disrupted. Therefore, the concept of communication needs to be well understood in institutions. Because the implementation and development of sustainable work programs can only be achieved if the pattern of communication and internal resource management runs well (Syakur et al., 2020).

Inhibiting Factors of Parents

The inhibiting factor that comes from parents is the absence of significant support for the child's learning process and awareness of the importance of education that still needs to be improved.

Parents are more interested in inviting their children to work together. Children are seen as one of the assets that can increase their income from work on the street. If these parents bring their children to work, there is an increased opportunity in their income. So, although parents have allowed their children to participate in learning, on the other hand parents have not provided significant support to the child's learning process in marginal schools. One of the Marginal School educators conveyed

"Instead of inviting or facilitating their children to learn better, parents there are more interested in hiring them because by inviting their children to work, the results obtained will be far more than they work alone. Finally, those who participate in work will not participate in learning and the development of learning is disrupted"

The role of parents in the form of support for education is indispensable. The results of previous studies have shown that support and assistance from parents in the child's learning process can improve the quality of learning (Jeynes, 2018). According to (Mumu et al., 2019), there are at least several factors that hinder parental involvement in children's education, namely: individual parental and family barriers; barriers from the learners themselves; the relationship between parents and teachers; and the surrounding community. In the case of marginal schools, the barriers that come from individual parents come from social and economic conditions that are below the poverty line. This socioeconomic status is very influential on learning assistance from parents and the achievement of children's learning outcomes. Parents also have communication problems with volunteers who facilitate learning, sometimes parents are difficult to communicate with regarding the condition of their children's education and tend to leave the fulfillment of learning needs to marginal schools. This is reinforced by previous findings stating that marginalized communities in Kledokan are less concerned with education because they do not understand the importance of the value of life that can be obtained through education (Denada Ari Shandy & Subaidi, 2022).

Inhibiting Factors of Students

The third inhibiting factor is students or children who take non-formal education in marginal schools. Inhibitors in learners can be said to be almost all aspects, both cognitive, affective and psychomotor. This is as said by AF, one of the Marginal School volunteers

"Children who are difficult to teach, temperament and difficult to understand the material, there are children who are expelled from school. In addition, some children often step, some are mentally impaired, speech delay. It's a bit complex, because it's a combination of cognitive, affective and psychomotor."

In the cognitive realm, students experience obstacles in the form of difficult to teach and difficult to understand the material. This inhibitor can be categorized as slow learning. Students have problems in the form of a combination of several learning problems. According to Malik (2009) in (Pratomo Andi Widodo et al., 2020). The existence of this problem is caused by the condition of students who have never or experienced school dropouts, so that students do not get learning that serves as a stimulus in their growth and development. The existence of this problem makes in students requires more intensive learning. The existence of limitations in the cognition power of this child makes the delivery of material hampered. The learners tend to experience insignificant improvements. This is consistent with previous findings in (Chen et al., 2018) Where basically parents play an important role in the level of children's learning ability and motivation. So that the condition of suboptimal cognition absorption is a logical result of exposure to the surrounding environment, especially from parents and families of students living below the poverty line, plus the absence of educational stimulus at an early age. According to (Andipurnama, n.d.), inability to follow learning refers to symptoms where these students are unable or avoid learning so that the learning outcomes of students are below their intellectual potential. This is exactly the same as what happens in marginal

schools, where students are less able to absorb learning material and if forced the students will avoid learning.

Furthermore, inhibiting factors in the realm of cognition also occur in children with special needs. Children with MBID (*Mild to Borderline Intellectual Disabilities*) and psychiatric disorders are hampered by deficiencies in the speed and processing of brain memory. The impact of the disorder can also take the form of general developmental delays that have a relationship with information processing namely language, reading, mathematics and social forms with complex senses (Santegoeds dkk, 2022). The impact of MBID can be exemplified by the problem of speech delay (*Speech Delay*) in early childhood. A visible feature is the child's unclear pronunciation and only using language signs when communicating. As a result, people in the environment around students do not understand the meaning of speech, even though the child understands it. Learners have a deficiency in stringing together words used in speaking simple sentences. This is because students have little and irregular vocabulary mastery (Sari et al., 2019) deep (Faruq et al., 2021).

In the affective and psychomotor realms, there are also similar cases where students experience difficulties in the learning absorption process. Some of the students showed rude behavior and tempramen. This also cannot be separated from the factors where the surrounding environment lives which is less conducive, especially stimulus and guidance from mothers which are very influential on the development of students (Licata-Dandel et al., 2021). Therefore, one of the things done by marginal school volunteers is to provide learning about character that is inserted in learning materials for the cognitive realm. This step taken is in accordance with the findings (Indah et al., 2021) that Character education can be used as a solution by using a method in the form of lectures containing advice.

Inhibiting factors in the psychomotor realm are experienced by some children with special needs. This problem is increasingly difficult to handle because some children with special needs are also students with slow learners who also experience physical health problems such as steps (seizures). The condition of this step (seizure). Although students have normal intelligence, but have CFS (complex febrile seizures), it will result in weakness in execution function. Learners who experience any type of CFS not limited to FSE (Febrile status epilepticus), may have the disorder within the first six years of their lives (Sheppard et al., 2021).

CONCLUSION

The learning process carried out in the Marginal School Community (KSM) is passed through several stages. The first stage is the preparation stage where in that stage a needs assessment will be carried out which aims to find out the various needs of marginal school students. In addition to needs analysis, another process carried out in this phase is the grouping of learners. Students will be grouped based on their ability to receive learning. The existence of this grouping of students aims to make it easier for teaching volunteers to provide learning materials based on the abilities of students who are different from one another. The next stage in the learning process is the implementation of learning. Volunteers will be deployed to provide lessons every 3 times a week. Each lesson was carried out with at least 10 volunteers present. Next is the evaluation stage, which is the stage where the Marginal School administrators will measure the development of students. There are supporting and inhibiting factors that can affect the course of learning in marginal schools. The first factor is the internal resources present in KSM. The presence and effectiveness of volunteers as administrators of marginal schools is very influential for the progress of learning. When volunteers are active and do management well, learning in marginal schools will run properly. Conversely, when there is no activity from volunteers, it will complicate learning in marginal schools. The next factor is the

network of Marginal Schools with external parties where strong relationships can help learning in Marginal Schools. However, when marginal schools do not establish relationships with outsiders, there will be no progress in learning in marginal schools. The next factor is the learners. The strong willingness of students to follow learning can support the success of learning in marginal schools. When the students no longer have the will and enthusiasm, the learning will be useless and fruitless. The last factor is the parents of the learners. The support and encouragement of parents so that their sons and daughters learn well is very helpful in the course of learning.

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