

THE ROLE OF NON-FORMAL EDUCATION IN BUILDING SOCIO-ECONOMIC INDEPENDENCE IN INDONESIA

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Abstract: The type of qualitative research through a phenomenological approach, while the results of the study show that non-formal education, is a real strength that complements formal education, in general formal education does not entirely cover solutions to one's life problems, so to perfect it requires non-formal education obtained through activities either training, discussion, guidance advice or advice from parents, Communication based on local carifan whose estuary produces knowledge and knowledge related to civilization, ethics, social behavior, culture, attitudes and views of life so that with a combination of formal and non-formal knowledge will become one's personal wealth in interacting with fellow humans in socio-economic life in society

Keywords: Education, Economy, Social, Role, Independence

CHAPTER 1. BACKGROUND

Non-formal education has become the focus of attention in an effort to improve the quality of life of people in various parts of the world. In the midst of the dynamics of social and economic development, the role of non-formal education is increasingly recognized as an important instrument in building socio-economic independence of the community. Makassar City, as one of the centers of economic growth in Eastern Indonesia, is no exception to these challenges. Therefore, it is important to understand the role and contribution of non-formal education in strengthening the socio-economic independence of the Makassar community.

As the largest city and capital of South Sulawesi Province, Makassar has unique socioeconomic characteristics. Rapid economic growth, especially in the trade, industry and services sectors, has made Makassar as one of the regional economic centers. However, this growth has also been accompanied by various challenges, such as socioeconomic inequality, unemployment rates, and inequality of access to education.

Non-formal education plays an important role in responding to socio-economic dynamics in Makassar City. Non-formal education programs, such as skills training, courses, and community empowerment programs, have great potential to increase the socio-economic independence of the community. Through non-formal education,

individuals can acquire skills relevant to the demands of the local job market, broaden horizons, and increase capacity to participate in economic activities.

Non-formal education provides access to more inclusive education for the people of Makassar, including those who cannot access full formal education. These programs are often flexible in teaching methods and schedules, making them accessible to a variety of community groups, including informal workers, housewives, and out-of-school youth. By increasing skills and knowledge through non-formal education, individuals can expand their economic opportunities, create new jobs, and increase overall productivity.

In addition, non-formal education also plays an important role in building social independence of the community. Through empowerment and capacity building programs, non-formal education can help the people of Makassar identify their own potential, build social networks and cooperation, and develop attitudes and values that support economic success and sustainable development.

The role of non-formal education is very important in building socio-economic independence of the community. By providing access to inclusive and relevant education, as well as through empowerment and capacity building programs, non-formal education has great potential to improve the quality of life and strengthen the foundation of a sustainable economy in Makassar City. Therefore, measures to support and develop non-formal education need to be continuously encouraged as part of the inclusive and sustainable development strategy of Makassar City.

B. Problem Statement

1. How is the role of education in advancing the economic welfare of the community in the city of Makassar
2. What strategies can be done by the government in building the quality of non-formal education in order to contribute to development in Indonesia
3. What are the advantages and disadvantages of non-formal education in South Sulawesi, especially in the city of Makassar

CHAPTER II. LITERATURE REVIEW

A. Non-Formal Education

Non-formal education is defined as one of the educational pathways outside formal education that can be carried out in a structured and tiered manner (Law Number 20 of 2003).

According to Coombs and Ahmed (1974) in Mustofa Kamil (2011, p.11) suggests that non-formal education is any educational activity that is organized outside the formal education system, organized separately or is an important part of a broader system with the intention of providing special services to learning citizens or helping to identify learning needs to suit their needs and achieve their learning goals. In general, we can understand non-formal education as an education system that is structured to achieve learning goals that are outside the formal education system. The definition of non-formal education put forward by experts, among others, is as follows:

Menurut Kamil (2011) mengemukakan bahwa pendidikan nonformal sebagai sebuah bagian dari sistem pendidikan yang memiliki peran yang sangat penting dalam rangka pengembangan dan implementasi belajar sepanjang hayat (life long learning).

According to Niehoff (1973, p.8) in Kamil (2011) formulated non-formal education in detail by suggesting that non-formal education is intended for purpose as a method of assessing the final needs of the interests of out-of-school adults and adolescents in developing countries with whom they communicate, motivating them to pattern, and related activities that will increase their productivity and standard of living.

In simple terms, Unesco (1972) suggests that extramural education has a lower degree of strictness and uniformity than the level of strictness and uniformity of school education. Thus, learning citizens who participate in

extramural education are more heterogeneous both in terms of age and learning experiences that require extramural education can be the right learning tool for all ages.

According to Colin Latchem (2017) suggests that non-formal education is a development of informal education provided by government or non-governmental agencies, international development agencies, non-profit providers, employer and employee groups and others with the aim of meeting the needs of certain groups and certain learning and labor market requirements.

Non-formal education according to Marzuki (2012, p.137) in Rizky (2015, p.14) suggests that non-formal education is a learning process that is carried out in an organized manner outside the school system or formal education, either carried out separately or is an important part of a large activity intended to serve certain student targets and certain learning. According to Sudjana in Rizki (2015, p.14) suggests that programs implemented through non-formal education are intended to serve various needs of the community who for some reason do not get the opportunity to learn in formal schools. The learning needs in question include health, nutrition, family, disasters, and other needs to improve family needs, develop positive character and personal character, increase economic productivity, family income, employment opportunities and strengthen institutions of self-help, self-regulation, and community participation.

Non-formal education aims to serve the community by facilitating the means of implementing education. According to Sutaryat (1995, p.4) in Kamil (2011, p.28) suggests that non-formal education to be achieved through interaction contains the meaning of developing humans who believe and are devoted to God Almighty, have noble ethics, have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility. More specifically, the objectives also include: service to learning citizens, fostering learning citizens, and meeting the needs of learning citizens and communities that are not met through formal channels (schools).

In line with the above opinion, Sudjana in Mustofa Kamil (2010, p.29) provides an understanding that the purpose of non-formal education is expected to help citizens learn to choose and develop the insight of the One and Only God, just and civilized humanity, Indonesian unity, citizenship led by wisdom in representative consultation and social justice.

According to Yoyon and Entoh (2016) stated the purpose of non-formal education as a means to meet the needs of learning citizens to learn which is very diverse, with the required knowledge, skills and values needed in order to improve the quality of personality of learning citizens, improve life welfare, build a dynamic social life, and the realization of participatory political life. Another purpose of non-formal education is as a tool to achieve lifelong learning goals for society.

Non-formal education serves as a complement, enhancer and substitute for formal education. In addition, non-formal education can be an option for people who need education. Non-formal education is complementary to learning activities that are not delivered in school education. Non-formal education is an addition for learning residents to expand the learning experience needed by learning residents. Non-formal education can be a substitute for formal education for people who do not have the opportunity to obtain formal education so that it becomes a learning choice for community groups.

Non-formal education units as stated in the National Education System Law No. 20 of 2003 article 26 consist of course institutions, training institutions, study groups, community learning activity centers and taklim assemblies, as well as similar education such as SKB.

Types of non-formal education include: 1) Life skills education (PKH). 2) Early Childhood Education (Playgroup, Daycare Park, SPS). 3) Youth Education. 4) Women's Empowerment Education. 5) Skills Education and Job Training/Courses. 6) Equality Education includes Package A equivalent to SD/MI, Package B equivalent to SMP/MTs, Package C equivalent to SMA/MA, and Vocational Package equivalent to SMK/MAK. 7) As well as other education aimed at developing the abilities of learners.

B. Economic Independence

Economic independence is the ability of individuals, households, or communities to manage and develop their own economic resources without relying too heavily on assistance or support from other parties, especially governments or social institutions. It includes the ability to generate income, manage finances, take wise economic decisions, and actively participate in economic activities.

Economic independence can be seen as a desirable goal for many individuals and families because it allows them to control and improve their quality of life without having to rely on social assistance or external assistance that is temporary. Economic independence can also provide individuals and communities with a strong sense of self-worth and confidence.

There are several key factors that play a role in creating economic independence:

1. Skills and Education

People who have relevant skills and adequate education are more likely to get decent jobs or develop their own businesses. Education also allows individuals to make better decisions about finance and investing.

Adequate access to resources such as land, water, and other natural resources can provide a strong economic foundation for individuals or communities. Ongoing management of these resources is also important.

2. Finance and Financial Literacy

The ability to manage finances well, including saving, investing, and managing debt, is an important aspect of economic independence. Financial literacy is a skill that enables individuals to make wise financial decisions.

3. Entrepreneurship and Business Opportunities

The ability to identify business opportunities and manage one's own business is an important element in achieving economic independence. It includes entrepreneurial skills and an understanding of how to start and run a business.

4. Access to Markets and Infrastructure

Good access to the job market and economic infrastructure, such as transportation, electricity, and information technology, can open opportunities for individuals and communities to develop businesses and market their products.

Economic independence is an important factor in overcoming poverty and achieving sustainable development. Therefore, efforts to increase the economic independence of the community are often the focus of development programs and social assistance. By improving skills, access to resources, financial literacy, and business opportunities, individuals and communities can become more economically independent and achieve greater prosperity.

C. Community Economy

According to the Idea, Community Economic Development is an effort to relocate economic activities in the community in order to benefit the community and to revitalize the community and to improve the quality of life.

Meanwhile, according to Kartasasmita, community economic development is development that relies on growth produced by equity efforts, emphasis on improving the quality of human resources.

Thus, what is meant by community economic development is an effort or method in carrying out economic activities to meet the needs of the community individually and in groups for the creation of community welfare. An effective strategy in realizing community economic development is by empowering the community through the provision of strengthening, ability, knowledge in managing assets in the community in order to achieve high socio-economic conditions of the community.

Community economic development is also a process of managing village potential mobilized by local communities. The process of potential management must also be carried out with careful planning and strategy, because the process combines human and natural resources so as to create continuity in overcoming community problems.

The implementation of economic development activities will be successful if the underlying strategy is in accordance with the conditions of the community concerned. There are several kinds of economic development, strategies used in community development include:

- a. Direct Contact (face to face with the target). This method is to convey specific ideas and think about solving problems. This method is seen to stimulate people's interest in the problems faced by the community and make them think that this is very good if they themselves think about and solve the problems they face.
- b. Results Demonstration is that people do what they do in the ways they do. The expected results will be achieved if people follow the old methods they mastered.
- c. Process demonstrations are showing others how to develop something they are doing now or teaching them to use a new tool.
- d. Social coercion is a strategy that in certain ways creates a situation in which people are willing to act as desired.

The economic development strategy is one solution to release the dependence of rural communities on government assistance and to be able to explore regional potential with business institutions managed by the community and village government and no longer established on instructions. Community economic development is also a process of managing village potential mobilized by local communities. The process of potential management must also be carried out with careful planning and strategy, because the process combines human and natural resources so as to create continuity in overcoming community problems

There are several steps that must be taken in the economic development of the community, namely by providing training as a provision for the community to enter the business world. The steps are:

- a. Business training, through community training, is given an understanding of business concepts with all kinds of ins and outs in it with the aim of increasing productivity, improving the quality and added value of products and improving management to improve business efficiency by developing partnership networks.
- b. Apprenticeship, in the field of business is defined as an introduction to the reality of business intensely and empirically.
- c. Preparation of proposals, as a reference and target for business development. Through the preparation of proposals, it can be possible to establish cooperation with various economic institutions
- d. Capital, which is one of the important factors in the corporate world, but not the most important. To obtain stable capital, cooperation with financial institutions is needed which is channeled through other business partnerships.
- e. Business networking, as an effort for consistency, business sustainability that will be implemented.

In the concept of community development, the word empowerment is contained in an effort to make the community empowered. Empowerment is the main principle in developing better community conditions. Empowerment is one of the efforts to achieve the sustainability of every community development program oriented towards socio-economic development community. Community empowerment and development are two inseparable concepts, each of which comes from local community initiatives and optimizes the real work of the community itself. Empowerment efforts are transformative assistance, namely assistance that makes people who receive it change for the better through their own rewards.

NGO activities in handling community economic development activities are expected to lead to the realization of the community empowerment process. This can be understood because community economic development activities were initially focused on achieving quantitative change targets indicated by the availability of physical facilities and improvement of material life levels. However, this is realized by changing this quantitative target as initial capital towards a qualitative change process characterized by the empowerment of the community.

According to Baonewidjojo, concluding that community economic development is an effort to achieve six goals, namely:

- a. Meet the basic needs of the community.
- b. Increase awareness, knowledge and community participation,
- c. Increase the sense of community responsibility towards development outcomes.
- d. Cultivate the ability of society to build itself.
- e. Build and maintain physical facilities and infrastructure of the region. Increase people's income and welfare.

CHAPTER III RESEARCH METHODS

This type of qualitative research uses a phenomenological approach

CHAPTER IV. DISCUSSION

A. The role of education in advancing the economic welfare of the community in the city of Makassar

Education has long been recognized as one of the main pillars in the development of a society. This is not without reason, because the role of education in advancing the economic well-being of a community has been proven empirically and historically. In the midst of global changes and the complexity of economic challenges, the city of Makassar as one of the centers of economic growth in Indonesia is no exception from the need for an increasingly important role of education.

Since time immemorial, education has been the foundation for human civilization. However, in a contemporary context such as the city of Makassar, the role of education is becoming increasingly urgent to ensure that every individual has fair and equitable access to rapidly growing economic opportunities. As economic and technological transformations continue to take place, education serves as a means to equip people with the knowledge, skills, and attitudes needed to actively participate in the country.

In addition, education also plays a role in creating an environment conducive to innovation and creativity. By providing space for critical thinking, collaboration, and experimentation, education encourages people to explore new solutions to complex economic problems. In the city of Makassar, this can be reflected in efforts to develop economic sectors based on knowledge and technology, thereby increasing added value and competitiveness in the global market.

Education is organized to enlighten and at the same time significant changes to each individual. This enlightenment is needed as a conscious effort to make each person an important figure in life and change, namely to prepare everyone as a figure who is able to face changes in life. As stated by the Father of Indonesian Education, namely Ki Hajar Dewantara that the nature of education as a parent's effort for his children with the intention to support the progress of his life, in the sense of improving the growth, spiritual and physical strength that exists in his children. It means the process of maturity so that each child is aware of a change that occurs in his life and has the ability to deal with these changes

In connection with the above, Human Resource development is carried out through three main channels, namely education, training and career development in the workplace. The education path is the backbone of Human Resources development starting from elementary to tertiary level. Meanwhile, the path of training and career development in the workplace is a supplement and complement track to education.

Education is one of the important aspects in a person's life. In an economic context, education can make a significant contribution to the economic development of families. A person's educational background can affect their chances of obtaining a better job, with higher salaries and better financial skills. In this article, we will discuss the contribution of educational background to the economic development of the family.

A highly educated individual tends to have a better chance of obtaining a better, higher-paying job. In general, jobs that require higher education tend to pay higher salaries. For example, someone who has a bachelor's degree in information technology will have a greater chance of getting a job with a higher salary compared to someone who only has a high school education background. Higher paying jobs, of course, will have a positive impact on

the family's economic condition. Higher income can help families make ends meet, such as paying bills, buying food, buying clothes and other household necessities

A person's educational background can make a significant contribution to the economic **development of a family**. Highly educated individuals tend to have better jobs and better financial skills, which can help families to achieve financial success. In addition, children's education about finance can help prepare them for a successful financial future. Therefore, education is one of the best investments that a person can make to improve the economic condition of the family

In addition, individuals who have a good educational background tend to have broader skills and knowledge in managing finances and investments. They can utilize family financial resources more effectively, avoid unnecessary spending, and make smart financial decisions. This can help families to improve their financial condition, improve their living conditions, and achieve long-term financial goals.

Education has an important role in improving the economic development of families. Several factors explain the extent to which education can improve a family's economic development. Education can contribute significantly to the economic development of the family. By improving skills and knowledge, career advancement, confidence, and an individual's health and well-being, education can help increase the income of individuals and their families as a whole. Therefore, investing in education can provide great long-term results for families and society as a whole.

Education helps individuals acquire the skills and knowledge necessary to enter the workforce or create their own business opportunities. By improving their skills and knowledge, individuals can get a better job or start a more successful business, which in turn can increase their income and help their families experience economic development

Education helps individuals advance their careers and achieve higher positions in companies. By increasing career advancement, individuals can increase their income, which can help their families experience economic development. Education can help boost an individual's self-confidence. By obtaining a good education, individuals feel better prepared to face the challenges and difficulties that occur in their lives. This increased confidence can help individuals take risks and create new business opportunities, which in turn can help their families experience economic development. Education can contribute to an individual's health and well-being, which in turn can help their families experience economic development. More educated individuals tend to have better access to health services and health information, which can help prevent disease and extend longevity.

In general, the contribution to improving the family economy through the field of Education is very relevant today. It can be seen in the focus of the government of the Republic of Indonesia budgeting on the education sector. As well as policies in the world of education following the times as echoed today, namely the independent learning curriculum that makes students free without doing a lot of homework, teachers are required to make the educational process more meaningful than just being guided to find values.

Education helps improve people's knowledge and skills, while a healthy economy provides access to jobs and resources needed to improve the quality of life. The combination of education and a good economy can improve the overall welfare of society. Education can contribute to an individual's health and well-being, which in turn can help their families experience economic development. More educated individuals tend to have better access to health services and health information, which can help prevent disease and extend lifespan. These healthier, more prosperous individuals can work more productively and achieve higher incomes, which can help their families experience economic development.

Education is not only the foundation for human civilization, but also the key to advancing the economic welfare of the people of Makassar City by providing equitable access, developing relevant skills, and encouraging innovation and creativity.

B. Strategies that can be done by the government in building the quality of non-formal education in order to contribute to development in Indonesia

Education is one of the main foundations in the development of a country. In Indonesia, efforts to improve the quality of formal education have been a major focus for many years. However, the importance of non-formal education should not be overlooked. Non-formal education has a significant role in building community capacity, improving skills, and promoting social inclusion. By expanding access and improving the quality of non-formal education, the government can accelerate development in Indonesia.

As an effort to educate the nation's life, in Law Number 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble ahlak and skills needed by themselves, society, nation and state. National education is carefully built through three channels, namely formal education (school education), non-formal education and informal education. Non-formal education (PNF) is an educational path outside formal education that can be carried out in a structured and tiered but not rigorous manner. Non-formal education includes various types of programs, ranging from skills training to courses and workshops. These programs are often designed to reach groups unreachable by formal education, such as adults who have left school or communities in rural areas that are difficult to access. Therefore, it is important for the government to develop effective strategies in building the quality of non-formal education to support overall development.

Non-formal education has a crucial role in the development of a country. In Indonesia, when we talk about strengthening the quality of non-formal education, we are indirectly exploring the essence of a broad and comprehensive opportunity to improve people's living standards. Non-formal education is a bridge for individuals who may not have access or opportunities to attend formal education, but still want to acquire knowledge, skills, and understanding that enable them to develop and contribute to society.

In the context of development in Indonesia, attention to non-formal education should not be ignored. With a heterogeneous population spread across islands, towns, and villages, non-formal education is becoming a very important tool to reach those who may be marginalized by the formal system. An inclusive approach to non-formal education can open doors for many individuals, including those who are adults, those living in remote areas, those with special needs, and those engaged in informal work.

The government has a great responsibility to ensure that non-formal education in Indonesia is not just an alternative, but also a meaningful and effective option for society. This requires a strong commitment to developing a holistic and integrated strategy. It is important to recognize that non-formal education is not a single solution to all educational problems, but an integral part of the broader education ecosystem.

As we enter the discussion of strategy, we must consider the unique challenges faced by non-formal education. These include, but are not limited to, financial problems, lack of adequate infrastructure, gaps in accessibility, and challenges in ensuring the quality of learning. Therefore, an effective strategy must acknowledge the diversity and complexity of situations and the needs of communities served by non-formal education.

The government has various strategies that can be done to improve the quality of non-formal education in order to contribute to development in Indonesia. Here are some strategies to consider:

1. **Accessibility Improvements:** Ensure that non-formal education is accessible to all levels of society, including those living in remote or less developed areas. This can be done through the provision of educational facilities and programs that are easily accessible geographically and financially.
2. **Standardization and Accreditation:** Implement clear standards for non-formal educational institutions as well as a rigorous accreditation process to ensure the quality of education provided.
3. **Relevant Curriculum Development:** Develop a curriculum that is appropriate to local needs, including skills needed in the job market, as well as social and cultural values that are important to the local community.

4. **Teacher Training and Development:** Conduct high-quality training for teachers and facilitators of non-formal education to improve their competence in delivering material and supporting student development.
5. **Use of Technology:** Utilizing information and communication technology to improve access, efficiency, and effectiveness of learning in non-formal education, such as distance learning or e-learning.
6. **Partnerships with Private Parties and Non-Governmental Organizations:** Involve the private sector and non-governmental organizations in the delivery of non-formal education to expand the reach and resources available.
7. **Continuous Monitoring and Evaluation:** Conduct regular monitoring and evaluation of non-formal education programs to ensure that educational development goals are achieved and to identify areas for improvement.
8. **Gender Mainstreaming and Inclusivity:** Ensure that non-formal education takes into account the needs and rights of all individuals, including women, children with disabilities, and other marginalized groups.

By implementing these strategies holistically and in a coordinated manner, it is hoped that the government can achieve the goal of sustainable and inclusive non-formal education development in Indonesia.

C. Advantages and disadvantages of non-formal education in South Sulawesi, especially in the city of Makassar

Non-formal education in South Sulawesi, especially in Makassar City, is an integral part of efforts to expand access to education and improve the quality of human resources. As a flexible and inclusive form of education, non-formal education has become a solution for many individuals who are unable to access or attend formal education on a regular basis.

In the midst of changing social and economic development dynamics, non-formal education in Makassar offers an alternative for those who need education that suits their conditions and needs. Non-formal education programs are often designed to cover various aspects of life, from technical skills to personality development, to support individual growth and development holistically.

As the center of economic and cultural activities in South Sulawesi, Makassar has a variety of institutions and organizations that organize non-formal education programs. This creates a diverse learning environment and allows access to education for a wide range of people, including those living in rural areas or having limited access to formal education.

Non-formal education is often an option for those who want to deepen their knowledge in specialized areas that may not be covered in the formal education curriculum, such as technical skills, local arts and culture, and entrepreneurship training. Its existence provides a space for individuals to explore their interests and talents without strict restrictions, thus making a meaningful contribution in the development of local potential.

Furthermore, non-formal education plays a role in increasing educational accessibility for various segments of society. With costs that tend to be more affordable and greater time flexibility, non-formal education becomes an attractive alternative for those who cannot afford or have limitations in pursuing formal education. This has a positive impact on increasing literacy and skills within the community.

Thus, non-formal education in South Sulawesi, especially in Makassar City, becomes an integral part of a dynamic and inclusive educational ecosystem. Its broad and flexible role contributes significantly to meeting various educational needs of the community, as well as opening opportunities for the development of individual and community potentials on a broader scale.

The following are the advantages and disadvantages of non-formal education in South Sulawesi, particularly in Makassar City:

Excess:

1. **Time Flexibility that Improves Accessibility:** One of the main advantages of non-formal education is the time flexibility it offers. Compared to formal education which is bound by a fixed schedule, non-formal education allows individuals to study according to their time availability. This is especially beneficial for those who have limited time due to work, family responsibilities, or physical limitations. Thus, non-formal education opens the door to wider accessibility for individuals from diverse backgrounds.
2. **Customizable Teaching Materials:** Another advantage of non-formal education is its ability to adjust teaching materials according to the needs and interests of learning participants. Unlike the curriculum that has been determined in formal education, non-formal education can tailor learning to meet the specific needs and level of understanding of participants. This allows for the development of more relevant, engaging, and effective material, which can increase motivation and engagement in learning.
3. **Age Inclusivity and Diversity of Participants:** Non-formal education does not limit access to learning based on age. This means individuals of different age ranges, from children to adults and the elderly, can take part in learning. The diversity of age and backgrounds of participants brings diverse perspectives and experiences into the learning environment, creating opportunities for a rich exchange of knowledge and understanding.
4. **Heterogeneous Participants Encourage Collaborative Learning:** In the context of non-formal education, participants often come from diverse backgrounds, whether in terms of education, culture, or social status. This heterogeneity fosters the formation of collaborative learning environments, where individuals learn from each other and support each other. This collaborative learning process not only enriches the learning experience, but also promotes tolerance, empathy, and respect for diversity.

Debilitation:

1. **Lack of Coordination due to Program Diversity:** One of the main challenges in non-formal education is the lack of coordination between various programs organized by various parties. This diversity can lead to overlap, lack of synergy, and even confusion among learning participants. However, by strengthening coordination and communication mechanisms between organizers, governments, and communities, program diversity can be transformed into strength. The establishment of a strong cooperation network can facilitate the exchange of information, resources, and best practices, thereby increasing the overall efficiency and effectiveness of non-formal education programs.
2. **Lack of Professional Education and Learning Resources:** Another problem often faced in non-formal education is the shortage of educators and learning resources who have professional qualifications and expertise. This can reduce the quality of teaching and learning, as well as reduce the positive impact that can be achieved through non-formal education. To address this, greater investment in educator training and development is needed, as well as increased access to quality and relevant learning resources. Collaboration between educational institutions, non-governmental organizations, and the private sector can also help address this shortage by providing the necessary support and resources.
3. **Low Learning Motivation in Participants:** Another challenge that needs to be overcome in non-formal education is low learning motivation in some participants. Factors such as lack of social support, lack of understanding of the benefits of education, and economic barriers can lead to low motivation to learn. To overcome this, a holistic approach is needed that includes psychological, social, and economic approaches. Non-formal education providers can increase learning motivation by providing a supportive, motivating, and inclusive environment. In addition, non-formal educational programs can be designed to be relevant to the needs and interests of participants, thereby increasing their interest and involvement in the learning process.
4. **Challenge Evaluation:** Evaluating the effectiveness of non-formal education programs is often challenging, especially because of the diverse and contextual nature of such programs. The lack of accurate data and the availability of appropriate evaluation methods may hamper efforts to improve and develop non-formal education programs in Makassar.

Despite some drawbacks, non-formal education remains an important part of efforts to improve the accessibility and quality of education in Makassar and South Sulawesi as a whole. With awareness of these challenges, steps can be taken to address existing problems and strengthen the contribution of non-formal education in community development.

A. Conclusion

Education is the main pillar in advancing the economic and social welfare of the community, including in Makassar City. In this increasingly complex and global context, the role of education is becoming increasingly important to ensure equitable access to economic opportunities, address challenges such as unemployment and socio-economic inequality, and create an environment conducive to innovation and creativity. Through investment in quality education, people can be equipped with the knowledge, skills, and attitudes necessary to actively participate in a rapidly changing economy. Thus, education is not only the foundation of human civilization, but also key in advancing the economic welfare of the people of Makassar City by providing fair access, developing relevant skills, and encouraging innovation and creativity.

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