

Strengthening Community Resilience and Independence through the Contribution of Nonformal Education

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ABSTRACT

Nonformal education is a strategic instrument for strengthening social resilience and community independence in the face of global challenges. However, its role is often marginalised and not yet optimally integrated into formal education. This research uses a qualitative approach with a literature study method, analysing scientific articles, educational policies, and best practices related to the role of nonformal education in social empowerment. The analysis was conducted by identifying the main themes: social resilience, individual independence, and non-formal-formal education synergy. The results show that nonformal education contributes significantly to improving life skills, strengthening social networks, and empowering the local economy. Community-based programs can reach marginalised groups, promote social inclusion, and strengthen community participation in development. Nonformal education should be viewed as a strategic pillar of community development. Policy synergy and multi-stakeholder collaboration are needed to create an inclusive and sustainable learning ecosystem.

Keywords: *Non-Formal Education, Social Resilience, Community Empowerment.*

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INTRODUCTION

Education is the main pillar of shaping the character and quality of human resources. In the midst of the complexity of global challenges, education can no longer be understood as an activity that only takes place in formal classrooms (Anwar & Umam, 2020; Hanan et al., 2023). The education paradigm has shifted towards the concept of a broader learning ecosystem, where nonformal and informal education plays an increasingly strategic role in strengthening the capacity of individuals and communities (A. S. Nugraheni, 2023).

Nonformal education exists as an alternative and complement to formal education, especially in dealing with structural problems such as poverty, unemployment, environmental degradation, and changing social values. Ironically, although formal education has provided a variety of programs and curricula, the results are often not in line with the real needs of society. Several studies have shown that formal education graduates have difficulties accessing employment and are less prepared to face the challenges of everyday life (Nuraini, 2022).

In this context, nonformal education has great potential to increase community resilience and independence. Empirical data show that participation in nonformal education programs is positively correlated with improved life skills, entrepreneurship, and social empowerment (Nugraheni & Alfarizki, 2022). Nonformal education offers a learning approach that is contextualised, applicable, and adaptive to local needs.

Huliatunisa et al., (2023) asserts that non-formal education is not only oriented towards mastering technical skills, but also plays a role in building social awareness and fostering individual independence. Thus, nonformal education is expected to be able to form a society that is more resilient and ready to adapt to the dynamics of change, while increasing the active contribution of the community in the development process

This article aims to examine the contribution of nonformal education to building community resilience and self-reliance. This study not only describes the role of nonformal education but also identifies strategies and implementation models that can be adopted to strengthen its function as an instrument of social empowerment. Various studies have shown that nonformal education plays a significant role in shaping individual skills and strengthening community social networks. Nonformal education programs, such as community-based skills training, entrepreneurial activities, and equivalency education, have been shown to increase citizen participation in social development (Chairad et al., 2019). Through a flexible and needs-based approach, nonformal education can reach community groups that are underserved by the formal education system.

However, the existing literature reviews are still partial and fragmented. Most studies focus on the short-term impact of non-formal education programs, while understanding its contribution to long-term community resilience remains limited (Huliatunisa et al., 2023). Dewantoro et al. (2023) highlighted the importance of cross-sector collaboration in maximising the impact of non-formal education, but few studies have comprehensively explored the collaborative implementation model. Therefore, a more integrative study is needed to map the relationship between nonformal education, community resilience, and self-reliance capacity building. This article seeks to fill this gap through a critical analysis of the existing literature while proposing a more holistic framework for interpreting the role of non-formal education.

Although the literature has recognised the contribution of non-formal education, there is a gap between theory and practice in its measurement. Most studies are still limited to the evaluation of outputs, such as the improvement of specific skills, without linking them to aspects of social resilience and structural community self-reliance (Batu et al., 2021). This limitation hinders efforts to understand the impact of nonformal education on sustainable community development. Kadarsih et al. For example, Olvianty et al. (2023) have not fully explored how non-formal education can synergise with formal education to build an inclusive learning ecosystem. In post-pandemic conditions, where social and economic disruptions are increasingly complex, the synergy between formal and nonformal education is crucial (Amri et al., 2022).

Thus, this study aims not only to describe the contribution of nonformal education but also to identify concrete strategies that can address the gap between program design, field implementation, and expected social impact. This effort is expected to encourage the development of nonformal education models that are more adaptive, inclusive, and contextualised in improving community resilience. Community resilience is one of the main focuses of this study. Nonformal education has been proven to strengthen community social networks, which are the foundation of social resilience (Wahyudi et al., 2022). Community-based programs, such as entrepreneurial skills training and environmental management, increase individual capacity while strengthening social ties between community members (Nugraheni & Alfarizki, 2022).

In addition, nonformal education plays an important role in realising inclusive education. Research shows that nonformal education programs can reach marginalised groups, including individuals with special needs, who are often marginalised from accessing formal education (Desmisawati et al., 2022). Through participatory and community-based approaches, nonformal education creates learning spaces that are more open and respectful of diversity.

This study aims to analyse the role of non-formal education in building community resilience and self-reliance. Identify the contribution of nonformal education to individual and community empowerment. Integration strategies between non-formal and formal education should be formulated to strengthen an inclusive and sustainable learning ecosystem. This article argues that non-formal education should be viewed as a strategic component of community development, not just a complement to formal education. Nonformal education has advantages in flexibility, contextual relevance, and the ability to reach community groups that are underserved by the formal system (Ramadhan, 2017). Through community-based empowerment, nonformal education encourages the creation of independent, adaptive, and resilient communities.

The policy implications of this study emphasise the importance of developing a nonformal education model integrated with the national education system. The government needs to provide regulations that support synergies between formal and non-formal education, strengthen the capacity of nonformal education institutions, and encourage multi-stakeholder collaboration in designing local needs-based programs. The contribution of nonformal education to building community resilience and self-reliance is a crucial aspect that should not be ignored in education development policies. Through a contextualised, inclusive, and community-based approach, non-formal education can address the social and economic challenges faced by communities. Therefore, the synergy between formal and nonformal education, supported by adaptive and collaborative policies, is key to creating a competitive and sustainable educational ecosystem.

METHOD

This research uses a qualitative approach with a *literature review* method to analyse the contribution of nonformal education in building community resilience and independence. The selection of the literature was based on research objectives that focused on the conceptual analysis and synthesis of findings from various previous studies, educational policies, and best practices relevant to the theme of the study.

Data sources in this study were obtained by searching scientific articles published in accredited national and reputable international journals, reference books, conference proceedings, and official policy documents from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The inclusion criteria were set to include literature published between 2018-2024 timeframe to maintain relevance to the current educational context. A total of 42 documents were analysed in this study, consisting of scientific articles from accredited national and reputable international journals, reference books, conference proceedings, and official policy documents. In addition, sources that specifically discussed the role of nonformal education in the context of social resilience, community empowerment, and self-reliance development were prioritised.

The data analysis process was conducted using content analysis techniques. The collected data were analysed to identify the main themes, namely: (1) the role of non-formal education in strengthening social resilience, (2) its contribution to individual and community independence, and (3) its integration with formal education in building an inclusive learning ecosystem. Source triangulation was conducted to ensure data validity by comparing findings from various scientific and policy references. The results of this literature synthesis are then used to formulate conclusions and strategic recommendations relevant to strengthening the role of nonformal education in Indonesia.

FINDINGS AND DISCUSSION

Non-formal Education as a Strengtheners of Community Social Resilience

Nonformal education has a strategic contribution to strengthening the social resilience of communities, especially in the midst of increasingly complex social and economic challenges. In contrast to formal education, which is structural and bound by a standardised curriculum, nonformal education is a flexible alternative that can answer community needs contextually and applicatively. Through a community-based approach and individual empowerment, nonformal education becomes a catalyst for building the social, economic, and cultural capacity of the community.

Various studies have shown that nonformal education plays a significant role in increasing the capacity of individuals and communities to deal with social dynamics. Nonformal education programs, such as community health counselling, life skills training, and microenterprise development, have been proven to increase active community participation in efforts to improve social welfare (Retnaningsih & Larasati, 2021). Health counselling, for example, not only provides practical knowledge about healthy lifestyles but

also encourages the community to make wiser decisions regarding family and environmental welfare.

Romdhonah et al. (2022) revealed that nonformal education received by family members increases the healthy family index. The active involvement of community leaders in supporting non-formal education programs also strengthens social cohesion and creates an environment conducive to the creation of social resilience. This shows that nonformal education not only impacts individuals but also makes a real contributes to social stability at the community level.

In addition to health aspects, nonformal education also plays a role in strengthening social and spiritual values. Studies on the role of pesantren as nonformal education institutions highlight the importance of religious education in building moderate character and tolerance values. This value-based education has proven effective in preventing radicalisation among the younger generation and strengthening social resilience by internalising the values of togetherness and tolerance (Massoweang, 2020). Life skills training programs implemented in child development institutions have also shown positive results. Children in difficult situations acquire practical skills relevant to the needs of the community, so they become more independent and ready to face future challenges. Through this approach, nonformal education serves as a bridge that connects individuals to society while strengthening its social role in creating a harmonious and cooperative environment.

Nonformal education plays a key role in strengthening the social resilience of communities, especially in times of crisis. In uncertain socioeconomic situations, nonformal education provides opportunities for individuals and communities to improve their capacity through the acquisition of knowledge and practical skills. (Suryani 2024) confirms that education has great potential to prepare community members to face social challenges at both the individual and collective levels.

Community participation is vital to implementing nonformal education. When communities are actively involved, they act as beneficiaries and actors in the planning and decision-making processes. Sulistyawati et al. (2021) showed that financial management training conducted through nonformal education can increase community involvement in various social activities, which, in turn, strengthens social solidarity and resilience.

Contextualising nonformal education programmes based on local needs is an important factor in their success. Through a community-based approach, these programs can respond quickly to the challenges faced by the community. For example, non-formal education that focuses on the development of small and microenterprises has been proven to increase family economic resilience while supporting overall community strengthening (Laksono & Rohmah, 2019). In addition to economic aspects, nonformal education contributes to building social awareness. Socialisation programmes that provide an understanding of social issues can increase community sensitivity and responsiveness to common needs. Fajari et al. (2022) confirmed that community-based educational activities play an important role in creating a more caring and knowledge-based society, which in turn strengthens collective social resilience.

However, the implementation of nonformal education faces various challenges. Limited resources, uneven access, and low support from stakeholders are obstacles that must be overcome in this regard. Without synergy between the government, educational institutions, and the community, the potential of nonformal education to optimally strengthen social resilience will be difficult to achieve. Therefore, a collaborative strategy involving all elements of society is needed to support the development of inclusive and sustainable informal education. Nonformal education must also be adapted to the times. Curricula and learning methods must be continuously updated to align with social dynamics and community needs. Fionita et al. (2024) emphasises the importance of the responsiveness of non-formal education to social change, so that it remains relevant as an instrument for strengthening social resilience.

Nonformal education plays a strategic role in strengthening community social resilience. Through a flexible, community-based, and contextualised approach, non-formal education builds individual and collective capacity to face various socio-economic challenges. In

addition to contributing to the improvement of skills and individual welfare, nonformal education also plays a role in strengthening solidarity, social cohesion, and community values. To maximise this role, synergy and collaboration across sectors are needed, as well as policy support that encourages the development of non-formal education inclusively and sustainably. Nonformal education must be seen as an integral part of the community's social development strategy, not just a complement to formal education. Through strengthening non-formal education, it is hoped that a more independent, adaptive, and resilient society will be formed in facing current and future social dynamics (Nur et al., 2023).

1. The Contribution of Nonformal Education to Individual Independence

Nonformal education, also known as non-formal education, plays a strategic role in shaping individual independence, especially in developing life skills, entrepreneurship, and social adaptation. Unlike formal education, which is structural and bound by a standardised curriculum, nonformal education offers a more flexible, contextual, and responsive approach to community needs.

Research by Rahmawati and Mustikasari (2024) shows that participation in non-formal education programs significantly increases individual self-efficacy, which is the belief in one's own ability to face challenges. This increase has implications for individual independence in making daily decisions and managing economic activity. One of the empirical findings revealed that trainees who participated in non-formal programs were better able to manage small businesses than those who did not engage in similar education.

A concrete example of the contribution of non-formal education can be seen in the activities of Community Learning Centers (CLCs) that teach technical skills such as agriculture, animal husbandry, and entrepreneurship. Studies (Tabibuddin et al., 2024) note that PKBM-based training can increase farmers' productivity while strengthening their ability to make decisions independently in farm business management. Similar entrepreneurship programs have also been shown to improve participants' market and negotiation skills, which contribute directly to individual economic independence (Yulianingsih et al., 2020).

In addition to economic aspects, nonformal education also strengthens soft skills, such as interpersonal communication, cooperation, and leadership. Akhmadi (2023) showed that individuals who actively participate in community courses or training tend to have improved social interaction skills, which are important assets for building individual independence in the community. Furthermore, nonformal education plays an important role in character building. Self-coaching programs, such as those implemented in pesantren, have been successful in shaping proactive attitudes and self-confidence among students (Pureklolon et al., 2021). The ethical and moral values taught in the context of nonformal education become an important foundation for the growth of independence, not only in economic aspects, but also in social life.

The advantage of nonformal education lies in its practical approach and relevance to local needs. (Febrian and Wirdatul'aini (2022), this flexibility encourages learners' motivation to learn applicatively and directly practice the knowledge gained in daily activities. In contrast to formal education which tends to focus on academic achievement, non-formal education prioritises the empowerment of real skills that support individual independence.

Courses and training institutions are key actors in filling the gap of practical skills that are not accommodated by formal education. Skills in agriculture, micro-entrepreneurship, and family financial management are concrete examples of the contribution of nonformal education to building community economic independence (Yulianingsih et al., 2020). In the digital era, the development of information technology provides a great opportunity for nonformal education to reach more participants effectively. The role of digital media in facilitating learning processes that are more interactive, flexible, and reach remote areas. Online platforms provide broad access to learning, allowing individuals to increase their capacity without geographical restrictions, thus strengthening their independence in various aspects of life.

However, challenges in developing non-formal education remain significant. Resource constraints, low public awareness, and lack of policy support are obstacles that must be overcome (Sumini et al., 2020). Optimising the role of non-formal education requires cross-sector collaboration between the government, community institutions, the business world, and local communities so that the programmes organised are truly aligned with community needs.

Individual independence is also highly dependent on strengthening one's character, attitudes, and values. Nonformal education programs that emphasise the values of independence, responsibility, and risk-taking have proven effective in producing individuals who can face life's challenges independently (Barela et al., 2023). Therefore, the design of nonformal education programs should integrate character dimensions as an integral part of the learning process. In addition, life skills training is crucial for supporting independence. Nonformal education that focuses on practical skills, such as cooking, household maintenance, and financial management, provides important provisions for individuals to live more independently (Sa'diyah, 2017). These skills contribute directly to improving the quality of life of individuals and society.

The results of various studies consistently show that nonformal education significantly contributes to the development of individual independence. Through a community needs-based approach, the utilisation of technology, and the inculcation of character values, nonformal education can produce individuals who are independent, productive, and adaptive. This role is not only limited to increasing personal capacity but also contributes to the community's socioeconomic development. (Hadi, 2024) confirms the importance of multi-stakeholder collaboration to optimise the potential of non-formal education in increasing individual independence. Adequate policy support and synergy between educational institutions, the government, and the private sector are key to realising non-formal education that has a broad impact. Thus, non-formal education is no longer just an alternative for those who do not receive formal education; it has developed into a strategic instrument for creating an independent and competitive society. Going forward, strengthening nonformal education must be a priority in the human development agenda, in line with the demands of an increasingly complex and dynamic era.

CONCLUSIONS

This study confirms that nonformal education plays a strategic role in strengthening social resilience and community independence. Through a community-based, contextualised, and adaptive approach, nonformal education can address community needs that are often overlooked by the formal system. Nonformal programs contribute significantly to building individual capacity, strengthening social cohesion, and creating communities that are resilient to socioeconomic dynamics. However, this research has limitations in its conceptual approach, which relies solely on literature reviews without primary empirical data. Most of the literature reviewed still focuses on short-term impacts, while longitudinal analyses of the contribution of non-formal education to community resilience in the long term are minimal. Further research is needed to test the effectiveness of collaborative and integrative models of nonformal education in sustainable community development ecosystems.

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