

Chapter One

Introduction

This chapter is conducted for the introduction of the research. The Introduction consists of the background of the study, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the chapter. The researcher explores the reasons why the researcher is interested in teachers' perception on strategies in solving the teaching challenges in a community learning center. The research problem is mentioned in the identification of the problem. Besides, the limitation of the problem is shown in the delimitation of the problem. There are two research questions that are mentioned in the research question. The aims of the research are presented in the research objective. The significance of the research points out the benefits of the research. The organization of the research is outlined at the end of the chapter.

Background of the Study

There are many Indonesian people who are incapable of affording formal study. Particular factors, such as economic limitations, time and opportunity, and location of residence, are barriers to accessing proper formal education. Formal education is parallel to non-formal and informal education when the concept of lifelong learning is taken into account. According to Rahayu (2020), non-formal education refers to teaching and learning activities that take place outside of the school setting in order to address the educational requirements of specific students and provide them with information, knowledge, training, and assistance.

In its development, education services that are accessible to the people in need have become a development priority. Development is not only based on economic growth rates and per capita income. According to Pamungkas (2018), the human development index is a combined indicator consisting of economy, health, and education. Efforts to achieve the success of this development have the opportunity for non-formal education service programs like community learning centers (CLC).

The CLC, an equivalence program from non-formal education, is one type of program in the form of teaching carried out by tutors with learning residents as is done by teachers and students in formal schools. The non-formal education has the same curriculum and rules as formal education in accordance with the national education system. Raharjo et al. (2016) argued that CLC is an institution that operates in the non-formal education with the aim of being a center for community learning activities. CLC as a community forum for learning, has many functions, especially those related to the implementation of the development of non-formal education activities. The core of the existence of CLC is able to serve the learning needs of the community as well as a forum for solutions to various social problems that exist in the community.

The study related to challenges in a CLC has been done by some researchers. First, a study by Putra (2017) discussed the problems faced by CLC organizing institutions. All institutions and teachers are adapted to conditions in the field with the limited time for learning meetings in the classroom, limited learning facilities

and various characteristics of equality education students. This research also explains that self-learning method is the solution of the problems.

Second, the study conducted by Mutiara (2020) found the CLC faced problems such as tutors' lack of professionalism, students' low learning motivation, employee resources that were not maximized, tutors' and students' lack of discipline, graduates' low standards of student competence, processes that were less effective and efficient in budget management. Third, the study done by Zolfaghari (2009) found that the main challenges faced by CLC in Iran were centralization, lack of effective policy-making, textbook shortages, non-concentration of local officials on literacy, insufficient salaries of teachers, financial constraints, poverty among learners, low community awareness of literacy, limitations of specialty human capital, and non-update of teaching methods.

However, the studies regarding the challenges in a CLC already exist, the studies focus the whole problems perceived by CLC includes managers, tutors, and students. In this study, the researcher will focus on teachers at a CLC. The researcher's reasons are learning residents or students in the CLC varied in terms of age, intellectual aspect, time aspect, and motivational aspect.

CLC students have different educational backgrounds and ages. Some of them are from Islamic boarding schools which are unable to make diplomas. There are also students who were expelled from formal schools so that they attended CLC to get a diploma. In one class there are several students who are in their old age and students who are the same age as formal school students. Three grade levels are also made into one class so that the learning delivered by the teacher will be

different or even combined. The learning time allocation in the CLC is not like a formal school. It depends on the chairman of the CLC. In the CLC, which will be studied by researchers, the learning time allocation is twice a week. The implementation time starts from the evening. Therefore, students' motivation in learning will be affected. Students will underestimate the learning time in the class and they do not regularly come to school.

Therefore, this research was to find out teachers' perception on the strategies in solving the teaching challenges in a community learning center, so that teachers and institutions of CLC can solve challenges and improve the quality of students as well as the quality of the institution.

Identification of the Problem

The implementation of non-formal education is not optimal in improving the quality of education, especially in the equality program. Based on the researcher's observation facilitating almost three years in a CLC and interviews with tutors, the researcher indicates the low interest in learning for students in participating in the equality program. Students did not regularly attend in the class because they believe that they have to accomplish the assignments and examinations. This fact shows that students do not fully understand the importance of education. Therefore, continuous improvement in educational quality is required. According to Fuadi (2021), the educational process should not be postponed while the system, financial support, facilities, and human resources are improved.

Some teachers mentioned students' educational backgrounds and ages influenced the learning motivation. Students who have been in formal schools will

be more interested in the subject than students who are in Islamic boarding schools. Students who are the same age as formal schools have better learning motivation than students who are old enough because of different characteristics.

To validate the information gathered from the initial interviews and observations, the researcher will conduct another round of interviews teachers of the CLC in Bantul to explore the strategies in solving the teaching challenges by teachers' perceptions.

Delimitation of the Problem

The research delimits the focus of the research. Firstly, there are two targets of the research, namely the challenges of teaching and the strategies in solving them. Secondly, the research takes place in a CLC in Bantul, Yogyakarta. Thirdly, the researcher also delimits the participants in that only four tutors are initiated in the research. Lastly, the qualitative method is used by the researcher in the research.

Research Questions

There are two research question formed by the researcher as below.

1. What are the challenges of teaching in a community learning center?
2. What are the strategies in solving the teaching challenges in a community learning center?

Research Objectives

Based on the research question, objectives of the research are mentioned as below.

1. To explore the challenges of teaching in a community learning center.

2. To investigate the strategies in solving the teaching challenges in a community learning center.

Significance of the Research

This research is expected to be beneficial for tutors/teachers, institutions, and other researchers.

Teachers. This research helps tutors/teachers to promote students of CLC to learn. The researcher expects that this research can provide information for teachers in terms of the challenges in teaching. The finding of the research also can inspire teachers to solve the challenges of teaching.

Institutions. This research provides information in solving challenges of teaching to improve in educational quality. The researcher expects that this research can provide ideas of how to solve one of the teaching challenges.

Other researchers. This research can be the reference to other researchers who want to conduct the similar topic. The researcher expects that this research able to be beneficial source to get reference about the challenges and the strategies in solving challenges of teaching process.

Organization of the Chapter

This research consists of five chapters. Chapter one covers the introduction of the study which includes background of the study, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the chapter. Chapter two explains the meaning of perception, education in Indonesia, the definition of non-formal education along with the explanation of Community Learning Center (CLC),

teaching at a CLC, and the teaching challenges at a CLC, as well as the strategies in solving the teaching challenges at a CLC. Chapter three focuses on the method of the research which provides research design, research setting, research instrument, data collection, data collection procedure, data analysis, and trustworthiness. Chapter four covers the challenges of teaching in a community learning center, and the strategies in solving the teaching challenges. Chapter five provides conclusion and recommendations for teachers, students, and other researchers.