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Transformative Learning Through Nonformal Education At Social Rehabilitation Centers (Study At 4 Social Rehabilitation Centers Of South Sulawesi Province)

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Abstract

Transformative learning approach in social rehabilitation centers is an important basis in the process of developing people with social welfare problems (PMKS). This article discusses the transformative learning process through three main stages: disorienting dilemma, self examination, and planning a course of action. This process helps create changes in attitudes, behavior and skills that support the social function and independence of PMKS. The uses a qualitative with a case study type. The results of this research transformative learning process tissytematically designed in social rehabilitation centers has an impact on fundamental changes in clients characterized by the ability to recover from trauma so that they can significantly improve social function and independence.

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INTRODUCTION

The concept of critical awareness is increasingly recognized as an important component in transformative learning, especially in the realm of nonformal education. Because it can have a significant impact not only from a cognitive perspective, but especially in emphasizing fundamental changes in attitudes towards oneself as a student. Republic of Indonesia State Law Number 20 of 2003 about educational system, confirms nonformal education consists of skills education, early childhood, youth, women's empowerment, literacy, skills and job training, equality, and other education that aims to develop students' abilities.

Transformative learning, as stated by Mezirow, involves a process in which individuals critically reflect on their experiences, leading to a shift in their perspective and understanding of the

world around them (Brown, 2013). This process is especially important in non-formal education environments, which often provide more flexible and varied learning opportunities than traditional formal education. Non-formal education can serve as a powerful platform for cultivating critical consciousness, as it allows students to engage with real-world issues and reflect on their social roles (Rizova, 2020). The emphasis on experiential learning and critical reflection in nonformal education can empower individuals to challenge existing norms and support social justice (Pongračić & Marinac, 2021).

Nonformal education programs can be organized by anyone, whether government or private, or from any party who is anxious about the current state of education. Based on documentation and exploratory studies research findings know that one of the institutions organizes nonformal education programs with the concept of transformative learning is the through, ministry Social Affairs, carries out several social rehabilitation activities centers spread across several regions in Indonesia, providing both social services and non-formal education programs for people with social welfare problems, especially in South Sulawesi Province, including the Wirajaya Center for people with physical disabilities as many as 269 people, the Karya Wanita Mattirodeceng Social Service Center for prostitutes who were caught in raids as many as 25 people, the Gau Mabaji Gowa Center for the elderly and former drug users handles 569 clients and the Children's Social Rehabilitation Center who needs legal protection handles 60 children with problems (Resource:<https://kemensos.go.id/sentra-wirajaya-makassar> ; <https://kemensos.go.id/sentra-gau-mabaji> ; <https://kemensos.go.id/brsmpk-toddopuli> 2023).

Joyce Yee et.al (2019), the transformative learning as a impact of innovation social, which can be measured is often This is a desirable outcome and requires some innovative programming, but where it becomes most challenging is when trying understand social impact. Focusing on that is not transparent often masks other social outcomes that have more impact, for example on learning, or on learning outcomes. The transformative learning of importance and demonstrating or opportunity to handle, organize and communicate learning possible in the dual & sequential ignition initiative. Justin Sharpe (2016) understands and opens up transformative learning as a concept that enables hanges in behavior for the ability to adapt and be resilient to disaster threats. It is emphasized that the importance of transformational learning arises from the awareness that the dominant system in social and economic life is increasingly mushrooming, and often adds to the root of the problem.

The implementation and implementation of nonformal education programs in several social rehabilitation centers uses the concept of transformative learning, this is characterized by basic awareness for people with social welfare problems to change and obtain a better source of livelihood. Therefore, as with the vision and mission social rehabilitation center, the program nonformal education is implementation with that aim is enabling people with social welfare problems to live independently after completing the coaching program so that they can function socially or be accepted back into society and live independently.

METHODS

Research using case studies can also be interpreted as an effective method, which is described narratively (Sidiq & Choiri, 2019) (Sidiq & Choiri, 2019). Meanwhile, case study research is research that is based on human understanding of behavior based on people's opinions (Marinu Waruwu, 2023). Data collection used is a questionnaire and documentation.

RESULT AND DISCUSSION

Confusing think; (2) Self-examination; (3) Critical assumptions; (4) Planning an action; (5) Plan implement new knowledge or skills; (6) Trying a new role; (7) new roles through self-efficacy. Based on the theory put forward by Jack Mezirow in his writing on transformative learning, the following results of this process are presented which focus on three social rehabilitation centers which were the object of research:

1. Transformative Learning at Sentra Wirajaya Makassar

Law Government or physical limitations emphasizes defined as person, for certain reasons, experiences various, experiences obstacles in interacting with their social environment, various actively in society on the should be obtained they have. By having with all limitations in their bodies, people with disabilities are one of the categories of People with Social Welfare Problems (PMKS) who often receive bad treatment such as discrimination, isolation, rejection, neglect and various psychological barriers in the community. By receiving this treatment, people with disabilities experience feelings of low self-esteem, hopelessness, and are unable to adapt or carry out social interactions well with the outside world (Afifah Az-Zahra, Almisar Hamid, 2022).

People with social welfare problems who take part in coaching through non-formal education programs at the Sentra Wijaya rehabilitation center start from a dilemma situation because they experience poor or imperfect physical conditions due to accidents, illnesses or other reasons. This creates a dilemma because there is a confusing and anxious situation regarding the future and sources of daily livelihood. Based on these conditions, the orphanage carries out identification and assessment of the condition of prospective clients, including the condition of the surrounding environment and family, to obtain information from outside themselves, which is one of the requirements for eligibility to participate in the rehabilitation program. This is in accordance with research findings L. A. Krops, dkk (2021). Implementing training activities in a community environment is can be done. The activity trainers are able to achieve very it is difficult to reach people physically disabilities, experience very low dropout rates, and demonstrate high levels of compliance with protocols

Most interventions through the provision of PA stimulation designed physical reach participants through authorized organizations, such as rehabilitation centers or special education schools for those with physical and mental limitations (von Heijden A, van den Dool R, van Lindert C, et al, 2013). However, the majority of the population with all their limitations cannot be reached by official service providers, so that this population group has difficulty being reached. Several interventions have been proven effective and implemented to increase the participation of people with physical disabilities in PA. However, the limited reach of this effective intervention may explain why PA did not increase in the 2001-2011 period for all intended targets with physical disabilities. Fulfilling basic disability rights is an obligation that must be fulfilled as an Indonesian citizen, as regulated based on which explains in point 2 the State's obligation to realize.

Transformative learning is a learning process that changes an individual's perspective, beliefs and behavior through in-depth reflection, dialogue and meaningful experiences. In the context of developing people with physical disabilities, this approach enables paradigm shifts, builds independence, and strengthens individual potential to contribute actively to society. Transformative learning provides a strong framework for developing people with physical

disabilities through an in depth and sustainable process. This approach not only helps develop technical skills, but also strengthens self confidence, builds independence and creates better life opportunities. Through adequate support from the government, community and family, this transformation process can have a significant and sustainable impact

2. Transformative Learning at Pusat Pelayanan Sosial Karya Wanita Mattirodeceng

Transformative learning is an educational process that changes a person's perspective, beliefs and behavior through deep reflection and learning experiences. In the context of prostituted women, transformative learning is used to help them change their mindset, improve their quality of life, and restore social dignity through holistic education. Some transformative learning approaches in rehabilitation programs are:

a. Nonformal education: skills training such as sewing, cooking, beauty or handicrafts

Serious social requires significant its numbers do not increase have a life and the norms that apply in society. One of them is by implementing empowerment for former female sex workers through coaching in the form of a life skills program. Life Skills is a non-formal education program in the form of providing the skills a person needs in living life (M. Arif Budiman, 2013). Life skills are the skills a person must have the courage to face various life problems in life naturally without feeling pressured, then be proactive and creative in finding solutions so that in the end they are able to overcome these problems..

b. Psychosocial counseling: assistance by psychologists and social workers for emotional and mental recovery

Women who work as prostitutes can definitely be psychologically disturbed, because they have to use this work as an effort to meet their daily needs, apart from that, they also get a bad view among society with their status as prostitutes, which in fact is dirty work, society will look down on them, prostitutes will be shunned by society. This will have an impact on the psychology of prostituted women (Kartini, Usman & Malik, 2016). If seen from the psychological aspect, the prostitutes really regret the job they chose and they want to end this bad job by looking for a better job (Sugeng Sejati, 2023).

c. Economic empowerment: entrepreneurship training, internships, and access to business capital to create economic independence

Business assistance, starting from technical matters in the form of finding or setting up a business stall. Meanwhile, assistance in providing business knowledge that is in accordance with Islamic values, injecting an Islamic work ethic, and monitoring every development of the business. This is done by volunteers either once a week or once a month. Assistance here does not stop at official moments, in fact it can be that at any time you have to be ready to help the fostered partners. (Wahono; Rukhul Amin, 2017). Interventions in the form of strengthening in the economic sector or empowerment for FSW usually provide services in the field of microfinance. Although causing significant. Level of influence to degree (Kim et al., 2008). Although to this commitment, little to show its function and how it works. A systematic review of interventions that can make a difference for HIV prevention found strong and less convincing evidence for the effectiveness (Kennedy, Fonner, O'Reilly, & Sweat, 2013).

d. Moral and spiritual education: activities that strengthen moral and spiritual values to build a more positive identity

Social life or social interaction is life in which there are social elements and socialization, such as social relationships, communication and a sense of mutual need for each other. Religious spiritual education is education that is based on religion and good behavior to become an attitude

that will later change attitudes and behavior or ethics that apply good manners. Changing times always give rise to various changes, whether positive or negative, in society, so that everyone is required to understand, understand and harmonize their lives with the situations, demands and rhythms of life around them (Sagala Rumadani (2018:13). Spiritual WTS is also very important because to make them aware, perhaps the majority do not understand religious norms and maybe there are those who understand religion but do not carry out their obligations (Isti Rohayati, 2022).

e. Community support: building a community that supports the learning process and social integration

Starting from assistance in the form of social guidance, skills guidance to bringing in psychologists, resource persons in the field of social entrepreneurship development and social volunteers to be asked to fill in social guidance material in activities at rehabilitation centers for the socially disabled (Wahidin, Dewi Kartika, Indah Pusnita, 2023). Law Government article about of, states situation where material are fulfilled carry out their social functions. This law is intended to ensure that social welfare development is able to create quality Human Resources (HR), especially citizens who experience social welfare problems, such as prostitutes, so that they can live safely and comfortably and can fulfill their physical and spiritual needs as well as their social functions. The role of the Social Welfare Service in cultivating prostituted women by the Social Welfare Service in carrying out their duties as per its duties, principal and functions, is measured through religious guidance, health education and skills training, especially in coaching activities for prostituted women (Leny Yuliati, 2016).

Coaching homeless women through a transformative learning approach requires comprehensive, collaborative and sustainable approach to ensure an effective rehabilitation process. With cross-sector support, skills training, economic empowerment, and reducing social stigma, they can build a better and more productive life in society. Transformative learning is an effective approach in the rehabilitation and empowerment of prostituted women. Through an in-depth learning process, they can change their perspective, improve their lives and build a better future with the support of education, skills and targeted social reintegration.

3. Transformative Learning at Balai Rehabilitasi Sosial Anak

The implementation of social rehabilitation Center for Children Requiring Special Protection (BRSAMPK) Toddopuli Makassar is guided by the Government Regulation through the Minister of Social Affairs of the Republic of Indonesia Number 17 of 2018 concerning the Organization and Work Procedures of the Technical Implementation Unit for Children's Social. Children who experience problems with the law, in are according to laws and regulations are force have not yet implemented the concept of Diversion and Restorative Justice (restorative justice), namely, in general, providing efforts to protect the best for children (Zulfikar Judge, 2013). Social rehabilitation so that children in conflict with the law can carry out social functioning which includes the ability to carry out roles, fulfill children's rights, solve problems, self actualize and develop their potential, and the availability of a social environment that achieves successful social rehabilitation for children who. Social rehabilitation for children who are in conflict with the law is carried out in several forms, such as: providing motivation and carrying out psychosocial diagnosis, parenting, vocational training and developing entrepreneurial practices, mental and spiritual guidance, physical, social, as well as effective and efficient further action.

The implementation of child development to carry out rehabilitation must be Government through Social Affairs which was confirmed in Number 26 of 2018 concerning Rehabilitation and Social Reintegration for have committed crimes, which contains the stages that must be passed. This is intended to find out what guidance is appropriate for children who are in conflict or because of their actions they have to face the law. Social rehabilitation is meant in relation to providing individual services that require, namely increasing abilities, so that they do not decline or become

worse than the previous social conditions that have occurred (Tarmansyah, 2003). Social rehabilitation for or is aimed at:

- a. Children under 12 years of age have committed a crime or suspected of committing a criminal;
- b. Children who is undergoing legal proceedings at the investigation, prosecution and court levels with the status of being entrusted to law enforcement;
- c. Children who have received a diversion determination
- d. Children who have received a court decision and/or decision that has permanent legal force (U. Dedi, dkk, 2022)

Transformative learning in children's social rehabilitation centers involves an educational process that changes way of thinking, attitudes and behavior of Children is conflict with the law become victims violence, and who experience other social problems. This approach is designed to restore and build children's potential through reflection, skill development and positive behavior change. The transformative learning approach in children's social rehabilitation centers enables deep and sustainable change through critical reflection, character formation and skill development. With a comprehensive program, family support, and community acceptance, children can grow into individuals who are independent, responsible, and ready to live a better life.

4. Transformative Learning at Balai Rehabilitasi Lanjut Usia

Transformative learning is a concept developed by Jack Mezirow that focuses on profound changes in someone's way understands the world and himself. In the context of elderly rehabilitation centers (BRLU), transformative learning can have a significant impact in helping elderly people overcome the physical, psychological and social challenges they face. The goal is to provide seniors with opportunities to develop cognitively, emotionally, and socially, strengthen their self-confidence, and improve their quality of life.

Some of the main elements of transformative learning that are relevant in elderly rehabilitation centers are:

a. Self Reflection

Seniors are encouraged to reflect on their life experiences, which helps them understand the changes that have occurred in their lives and how they are adapting. This reflection allows them to identify values and beliefs that may need updating, as well as new ways of dealing with challenges. Problems that often occur in elderly people in old age are when they are in a state of despair. In accordance with Erikson's theory of psychosocial development, elderly individuals have the final developmental task, namely integrity vs despair. Elderly individuals who can reflect on their past and can review their lives and find meaning and integration will achieve integrity. For Erikson, the highest achievement in old age is a sense of ego integrity or self-integrity, an achievement based on reflection about one's life path (Khoiriya Ulfah, dkk, 2019).

b. Collaborative Learning

In elderly rehabilitation centers, learning is not only carried out individually, but also in groups. Seniors can share experiences and learn from each other. Group discussions help broaden their perspectives and allow them to feel more connected to others

c. Empowerment program

The transformative learning process at the rehabilitation center gives elderly people the opportunity to take part in empowerment programs for themselves according to their physical abilities. The empowerment programs provided are: making woven bamboo, gardening and self-care. This empowerment increases their sense of control over their lives and motivates them to remain active and involved in rehabilitation activities and social life.

Rehabilitation programs that implement transformative learning can involve developing new skills, both physical and mental. Seniors can be encouraged to learn new skills that are not only functionally beneficial, but also give them a sense of accomplishment and purpose in life

d. Emotional and Social

Elderly people often face social isolation and feelings of loss or loneliness. Through a transformative learning approach, they can learn new ways to build social relationships, overcome feelings of loneliness, and find ways to relate better (increase interactions) with family, friends and the surrounding community. The age of sixty is seen as the dividing line between middle adulthood and old age. In old age it cannot be described clearly because every individual is different. Previous attitudes, life situations, and physical strength influence adjustment to this final stage of life (Afrizal, 2018; Husin et al., 2023).

e. Acceptance and change of perspective

Transformative learning encourages older people to accept the changes that occur as they get older. This process involves changing a more positive perspective towards aging, such as accepting physical limitations while still appreciating one's potential and quality of life. Independent attitude includes the ability to meet daily needs and make decisions that impact the quality of life. Meanwhile, cognitive aspects are the core of the ability to think, remember and process information which becomes increasingly important as we get older (Putra & Masnina, 2021; Nengsih et al., 2022).

f. Problem solving and adaptation

Elderly people are taught to develop problem-solving skills, both in terms of health, daily routines and social relationships. This learning allows them to better adapt to the changes and challenges they face. Psychosocial development in the elderly has a significant impact on increasing their independent attitude and cognitive function. Elderly people who experience positive psychosocial development tend to be better able to maintain their independence in everyday life. Social support from family, friends and community plays an important role in forming an independent attitude, while cognitive activities and lifelong learning can maintain and improve cognitive function. The main challenge in preparing older adults is dealing with the physical and psychological changes associated with aging. Elderly people who can face the challenges of old age will feel more satisfied with their lives, so they will face old age and death with pride (Cindy Anggun, dkk, 2023).

CONCLUSIONS

Transformative learning is a learning process that produces deep change in individuals through critical reflection and planned action. In the context of social rehabilitation centers, this approach is used to restore social function and build independence for people with social welfare problems (PMKS). The transformative learning approach in social rehabilitation centers enables deep changes in PMKS through a structured process: facing disorienting dilemmas, carrying out self-examination, and planning concrete actions. With proper implementation, individuals can restore their social function and achieve greater independence, so they are ready to live a productive and dignified life in society.

CONFLICTS OF INTEREST STATEMENT

The author declares that this article is original and there is no conflict of interest in it

AUTHOR CONTRIBUTIONS

The first and second authors contributed to the writing of this article, both discussing specifically the research theme, finding theories, providing relevant assumptions and preparing the article to completion

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