

SUCCESSFUL LEARNING AND ECONOMIC ASPECTS IN EDUCATIONAL PERSPECTIVE

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ABSTRACT

Education is a process of empowerment, maturation, and the independent individuals so that they are able to manage themselves and their environment creatively and behave as a noble and elegant person. These are pursued through strategic ways, constructive efforts, and give opportunities for learners to create and construct their positive characters and their environment. Thus, the educational system can create individuals who have responsibilities to the environment.

Keywords: economic value, learning, productivity

INTRODUCTION

There are several questions to be answered with regard to the concept of the economy, namely (1) what items will be produced (what), (2) how these goods and services will be produced (how), and (3) to whom these goods and services produced (for Whom). Education is a science that is both theoretical and practical which is to form the human personality through the process of interaction between educators with learners, both within and outside the school (Psacharopoulos, 1987). Based on the description, the economics of education is a process of personality formation of human activity as a whole (mentally process), through a set of strategies and appropriate media (methodology) to make an independent and mature participant learn in interaction with the environment.

There are some demands that must be met in producing educational high economic value, namely (1) had a unique characteristic that its presence became scarce and sought after by many people, (2) has the efficiency and effectiveness are adequate for the sake of life, (3) sell at bargain prices high and particularly with regard to the usefulness for many people, and (4) high productivity with an efficient financing and minimalist. Typical characteristics of an educational institution must be created through the vision and mission statements and operational through concrete actions. Characteristics of educational institutions can be built through the types of programs offered, the learning method that has a belt and a strong appeal to the public interest because it has many advantages, the look and design of learning is designed in accordance with the conditions of the development that is happening on the ground and pay attention to the real needs of the learners (Gross, 1999). Has the power efficiency and effectiveness of adequate means of education which is the product of skilled human, personal, creative and independent must be clear evidence of his prowess when graduates are scattered in the community is able to implement its capabilities (Makiguchi, 1989). The selling price and the price high bargaining must also be created through the

creation of a positive image (brain image) in the community that the institution that we manage is really credible and able to compete with the global market. High productivity at the lowest possible cost is the pillar of efficiency in the management of education (Fattah, 2004). Superior education not only can absorb input residents to learn as much as possible but also be able to pass in a timely manner with a superior predicate in accordance with their respective fields.

METHODS

The development of this model based on empirical facts and reasoning, that the learning process in college has been still the only transfer of knowledge oriented and has not produced a change of mindset and a pattern of acts that are adaptive and implementable in everyday life. The achievement of student learning is the only form of cognitively based and imitate reference of others without verification, confirmation, and validation. This research method used the design of research and development of education, including a literature review, exploration of the main map of student learning, development of conceptual models and test the effectiveness of the model. The research subjects were students majoring in Non-formal Education Department, Faculty of Education of State University of Malang who take an Adult Education Courses. Data collecting used the technique of performance in focus group discussion, observation, and interviews. The data was analyzed by using narrative-qualitative.

RESULTS AND DISCUSSION

Creating Institutions of Economic Perspective

The value and insights economy can't exist by itself but must be managed through a long process, meticulous, thorough and intensive empowers all potential environmental, institutions, learners, community stakeholders and the strength of alumni. According to Psacharopoulos (1987), education is a process of

investment of human capital, which will produce a set of capabilities that is worth noting. The process of planting human resources can't be taken for granted or harvested within a period of rapid, but it is a long process that will produce an intensively educated manpower which is expected to provide constructive changes in life. Humans are educated will try to control a wide range of knowledge needed in life. Various knowledge includes (1) the practical knowledge, (2) intellectual knowledge, (3) pastime knowledge, (4) spiritual knowledge, and (5) unwanted knowledge (UNESCO, 1995).

According to Harefa (2000), education is not just the capital investment that is material but rather a process of investment in human investment who require treatment strategies of education with the emphasis on the principles of dialogue that is based on love, critical and seeks to develop students' potentials optimally. Learners should be treated as a subject of study while teachers should act as facilitators. Learners are positioned as a principal or main actor in the learning process that has the power of action, reaction, and improvisation to all learning activities.

In addition, the educational process must also provide clear guarantees the independence of character creation to the learners (Lipman, 1991). Learner independence can only be done if all stages of education conducted with regard to the potential and aspirations of the participants learn, education providers and stakeholders are spread among the public. Participants learn to be entrusted to manage the education program and given the freedom to educational development by providing the trust and appreciation of the achievements (Mazurek, et.al, 1999). Appreciation is expected to give birth to independence is recognition of the learning behavior of children and gives great hope to the ideals of the child (Sullivan, 2001). Besides creative facilitator should also provide constructive challenge to the behavior of learners so that learners are able to create the high economic value of creativity both for himself and others.

Income Generating Programs (IGPs) as an Indicator of Economic Achievement

One of the characteristics of the economic value of education is the income generating Programs at every educational institution especially informal education as continuing education. This is very important because one of the characteristics of school education is education increase welfare or livelihood education that can boost revenues, abilities and life skills. Income generating by definition UNESCO' programs (1995) should focus on efforts to improve some aspects of life, including improving literacy, increase aspirations, poverty reduction and others. The series and the relationship of income generating some elements of the program can be seen in the following illustration (UNESCO, 1993a).

Noting the illustration above, education, the economic value must consider a variety of social and cultural factors that are surrounding the learners which include poverty reduction, changes in employment opportunities, justice and social decisions, national economic progress, increasing literacy, improved

channeling aspirations, and mobility in urban areas. Education and learning program implementation should be able to raise the issue of the students or the public in general aspects of intellectual ability to the alleviation of poverty. Educational programs that can provide benefits and contributes to increased profits benefit the community both in academic and intellectual as well as material benefits Accessibility profit or revenue would be interested in the community. Thus, the actual continuity and authority of the institution is not determined by the high-profile and glamorous face or mere physical appearance but is determined more by the significance and usefulness of the learning program.



Figure 1 Income Generating Programs

The Success of Implementation Education in the Perspective of Economic Education

Educational institutions are expected to actually capable of delivering learners to reach the goal better than the original state before attending the education. Measures of success of education one of which is the increased quality of life. Here lies the intrinsic economic significance of an educational institution and the gains achieved by the participants learn. The economy should indeed be understood as a gain that is both intellectual and material. This is understandable because the intellectual benefits, in turn, will produce a very high economic side.

The following illustration is presented achievement gains participants learn in an educational process (UNESCO, 1993b). The illustration above show that income generating program illustrated as a bridge or two poles between islands to be achieved. A person with low income after they go through the process of learning in an educational institution is expected to achieve the optimal goal or target is in the high level of income. Achievement of high income will encourage someone can perform saving or deposit more that can be utilized to meet the need in the future. Likewise with regard to investment and productivity will be a dramatic increase because of its success in studying at an institution that has the vision and mission of the economics of education in accordance with the demands of global development. In addition to the excellence or achievement that is material, study participants also expected to be increased in terms of

attitude. It means that a negative attitude towards life becomes a positive attitude in responding to changes. Changes in the world will be faced confidently armed with the knowledge, skills, and attitudes constructive as a result of the economic vision of the educational process.

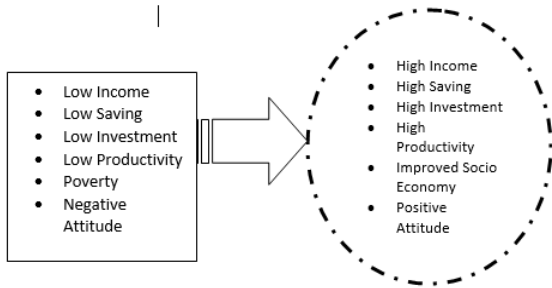


Figure 2 Implementation Education in The Perspective of Economic Education

There are differences of principle in the development of school education or non-formal education with schooling or formal education in economics perspective (Mazurek, et.al, 1999). Two types of educational institutions is indeed a fundamental difference from the aspects of input, process, and product. As an educational institution, both of which are assets that should be pursued to be developed jointly, synergy and the interests of the public. This is because the two institutions are equally the mission of developing human resources as capital invaluable in the development context (Psacharopoulos, 1987).

The orientation of school education significantly earmarked under urgent conditions that can be used or exploited as soon as possible by the learners. The time period was also very short because it is usually cultivated informal education is practical that can be immediately used for the fulfillment of life. Therefore, the economic aspect of informal education was real and became the primary target by any person or party learning education providers.

The illustration of the philosophy informal education activity can be seen in the picture below.

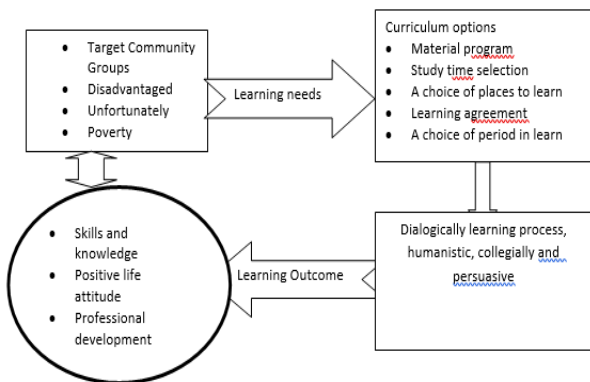


Figure 3 The Philosophy Informal Education Activity

In formal education, educational success is measured by obtaining a passing mark in the form of certificates. The process of obtaining certificates in the long term by involving resources and are a great supporting mass. Needs to be achieved learners uniformly designed and managed based instruction boss or supervisor. Therefore, the development of formal education who managed large economic concerns and that a balance with the formal agency. Economic success is determined by the success of graduates in implementing their expertise. This is understandable because all learners in formal institutions do not have an income or a job that can yield economies. Therefore, the economic value obtained in educational institutions should be implemented in real life in order to immediately produce objects or economic services.

Here's an illustration of the existence of educational institutions in relation to the environment (UNESCO, 1993c).

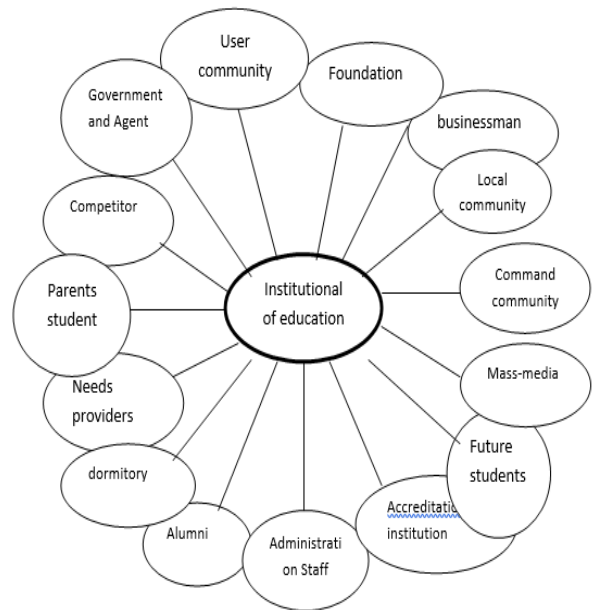


Figure 4 The Existence of Educational Institutions in Relation to The Environment The Philosophy Informal Education Activity

Return on Investment (RoI) in Education

The development of the school or formal education can't be done freely because there is an element of strict oversight. Although it is now done autonomy but the existence of formal school education remains under the control of local authorities (the regent/mayor) as the sole authority of formal education. The development of the economic aspects of formal school education can't be done freely, as was done by school education. Economic education is not done by measuring the cost and benefit as well as other goods and services companies, with more emphasis on investment in human resources that will be harvested in the long

term. However, the process of counting the cost of both expenditure and financial investment returns and the cost of school education more predictable. This is because the philosophy of the organization of school education is very clear as the fulfillment of the short term and are localized. Target and the learning process and the carrying capacity that is used can also be analyzed clearly so that the things concerning spending and return on capital can be described in the form of concrete calculations (Our Common Future, 1987).

But caution still must be the cornerstone of work in education. Even if the education funding can be predicted in advance, but the incidence of force majeure that are difficult to avoid. This is due to interaction with humans is always followed by the sudden change and be dynamic so that aspects relating to the economy will change or shift from the original plan. Other factors that cause changes in education financing strategies are regulatory changes and regulations under which often does not give an opportunity to the organizers to improvise activities.

According to the author's view, the actual development of the economic aspects of both formal and informal education must still refer to the efforts of human resource investment in a long-term process that can't be forced or brainwashed. Therefore, the economic aspects of education should be put on both the financing elements relating to aspects of the services or materials. Thus, the main focus in the calculation of the economic aspect is financing early, middle and later when graduates implementing learning outcomes in the community.

Education costs include direct cost and indirect costs. Direct costs consist of costs incurred for the implementation of learning needs and learning activities of students in the form of the provision of learning, learning, teacher salaries and employees can be predicted in advance. While indirect costs include foregone earnings in the form of lost opportunity costs were sacrificed by learners during learning. Judging from the ingredient approach, expenditure educational institutions (schools) can be categorized into several elements, namely the expenditure for the implementation of learning, administration educational, maintenance of facilities, employee welfare, administration, technical coaching educative, development agencies and employees and data collection (App, 1989). Counting the cost of education will be determined by the elements that are based on real costs are calculated according to the intensity and volume.

Build Cooperation with Regional Education Authority Holder

The education system can't be done simply by unilaterally without involving the other elements that have a strong authority in education. It should ideally provide education authority owned only by the organizers, but the educational regulations require the consent of the holders of the education authorities.

In some cases, the power of education authority can hinder and harm the organizers of education, especially in non-formal education. This can happen because of school education only addressed as a complement and supplement, so it is seen as a second-class education by the government authorities, especially the local government level. In addition, efforts to develop non-formal education is often only used as a means to earn a quick profit either by the organizers and Education authorities, for example, the cost of licensing is very complex, complicated and takes a long time. While the organizers are often the attractive cost of education is very high so impressed education as a venue search for material gain alone without attention to human resources (Faure, 1975). Characteristics of school education are highly dependent local situation and it is often used by local authorities to take advantage of sudden mainly educational activities outside the school which is considered as the basis of economic activity.

These issues must be addressed immediately because education is the process of planting a very important human resource development. Human resource investment in the education system is a process that can't be assessed any price either with the material or with the count even services. These issues must be addressed immediately because if allowed to continue rolling it will be detrimental to all parties,

The following illustration financing of the economy in general education.

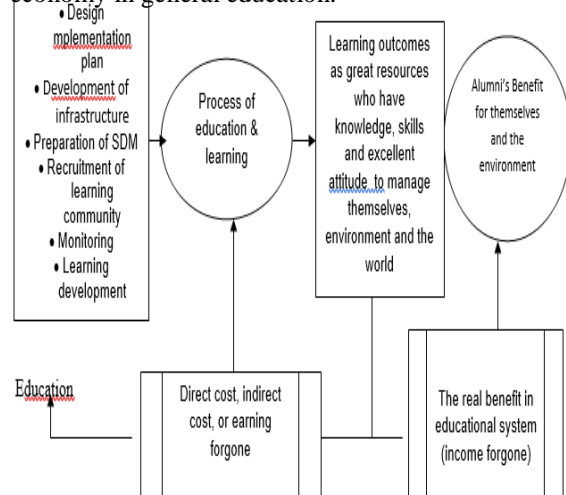


Figure 5 Financing of The Economy in General Education.

especially the public as the ultimate owner education. Local authorities as Education authorities should Dialogue on the provision of education in economic studies may not be accompanied by a count of benefit individually, but all of them should be directed to the needs of learners, the public, and institutions. The interests of learners should take precedence as the responsibility of a leader in the intellectual life of the community. The involvement of all elements of society should be in proportion with full responsibility, so there is no element of good government, education providers, and NGOs that can hinder the implementation of a credible institution.

CONCLUSIONS

Educational development insightful economic value is not easy. Many things must be met by all components that are concerned about the education providers, including managers, government as the owner of the authority, the parents, learners or students, the community as graduates user, stakeholder, the mass media as a disseminator of information and professional groups other involved in education.

The entire teaching and learning resources (educators, learners, and learning facilitators) must rethink learning strategy that has been applied. Programs and instructional design are not able to empower learners should be replaced with instructional design truly capable of printing child's creative, productive and independent. Creativity and independence is a basic element of character development entrepreneur as a forerunner to economic development including the economy in education.

Each component educational should have the character and the spirit of hard work to build the feeling and working in economic value based education. The vision and mission of providing education should be based on aspects of economic value based on the empowerment of learners, learning and institutional so that all program activities are always based on productivity measurable and accountable. Program activities should be based on the needs of the target communities with the advanced aspects of efficiency and effectiveness objectives. The efficiency and effectiveness of the program into a pillar that is able to contribute to the achievement of learning products. Placement of resources in the right place and position also must be done with due regard to the composition, the adequacy, and appropriateness of expertise.

cooperate with the organizers cooperatively in determining education policy and regulation.

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