



Building Accepted And Legitimized Learning Activity Centers As Non-formal Education Institutions

Kasmujiraharja Kasmujiraharja^{1*}, Supriyono Supriyono², Hardika Hardika³, Umi Dayati⁴

¹Department of Nonformal Education, State University of Malang, Malang City, Indonesia, kasmujiraharja.1701419@students.um.ac.id

²Department of Nonformal Education, State University of Malang, Malang City, Indonesia, supriyono.fip@um.ac.id

³Department of Nonformal Education, State University of Malang, Malang City, Indonesia, hardika.fip@um.ac.id

⁴Department of Nonformal Education, State University of Malang, Malang City, Indonesia, umi.dayati.fip@um.ac.id

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ABSTRACT

Learning Activity Center (LAC), the so-called *Sanggar Kegiatan Belajar*, is the leading sector of local as well as central government technical implementer unit in providing programs to empower and provide non formal education for the community under the district education affairs. The purpose of this study is to assess how much the community accepts the presence of LAC, what roles LAC plays in the community empowerment, and how LAC gains legitimacy either from the local/district government or stakeholders as non-formal education unit. This study uses a qualitative approach employing case study research. The results of the study illustrate that the acceptance of the community towards LAC are indicated by the community acceptance towards the carrying out programs, and the accordance of implementation of LAC's programs with the needs of customers to enter the field of work. The roles of LAC as non-formal education unit are bridging the institution and the stakeholders by integrating in policy making, mapping community potential, planning pro-people collective policies, motivating community participation in the carried-out programs, and jointly monitoring and evaluating either ongoing or completed programs. The conclusions to this study are (1) to maintain community's acceptance of the learning activity centre program is manifested in two main aspects, namely, (a) community recognition of the LAC's program, and (b) implementation of the program at the LAC; (2) there are five main roles of LAC as non-formal education units in the community: (a) integration of policy makers, (b) community potential mapping, (c) collective policy, (d) community participation, and (e) program monitoring and evaluation; and (3) in acquiring the legitimacy as well as acceptance both from the stakeholders and the community, Purwokerto LAC had been doing several activities: (a) institutional and programs recognition, (b) protecting the community, (c) building informal relationship, and (d) promotion through mass media. These four elements of obtaining legitimacy are carried out simultaneously one another.

Keywords: Community Acceptance; Learning Activity Centers; Non-Formal Education; Stakeholders; and Community Participation

Introduction

Society of the 21st century is characterized by globalization and information disclosure, which means that all aspects of human life in the 21st century undergo fundamental changes. The impact of the COVID-19 pandemic has also brought about major changes to society. In this century, humans are starting to be demanded to have quality human resources, have innovative thinking, breakthroughs in patterns of thought and action. After the COVID-19 pandemic made the world more unpredictable, the world of education began to think of more responsive and agile to adapt to changing times, constantly evolving new skills, and credentialing needs (Klein-Collins & Travers, 2020). Globalization conditions require humans to have the 4-Cs skill (critical thinking, creativity, communication, and collaboration) as a solution to global challenges through critical, creative, collaborative thinking, and problem solving (Khoiri et al., 2021). Learning Activity Center (LAC) is the leading sector of local and central government in providing programs to empower the community and provide

education for the community as a non-formal education unit under the district education affairs that inline with the challenges.

The learning programs at LACs are oriented in improving skills, attitudes, knowledge and improving the community's economy in accordance with local wisdom. Even though future education is actually oriented towards spiritual, intellectual, and emotional balances, the role of non-formal education units is to develop human resources in communities that need educational services, as a place for community learning, and as a forum for community empowerment activities. The important role of non-formal education is for the community as a place to learn about history, culture, language and ancestral traditions (Bogossian-Porto & Bogossian, 2023). LAC as a forum for education, training, and community empowerment has great potential in improving human resources. Productivity and local wisdom in the community can be processed and utilized for the welfare of life and program sustainability. LAC as the executor of non-formal education programs under the city/district education affairs becomes a forum for the community to develop creativity and innovation of local wisdom products.

Various local wisdom products become the community's carrying capacity to carry out economic activities, education, and empowerment. Community economic activities run well if the economic governance in the community is well managed, therefore there are at least three important requirements for a market economy: (1) security of property rights; (2) enforcement of contracts; and (3) collective action (Dixit, 2009). The market economy in the community is running well because of the first governance support, security of property rights is the security of property rights from investments undertaken, so that property rights are patented to minimize the occurrence of confiscation of works. Second, enforcement of contracts is the enforcement of contracts through economic transactions, thereby minimizing partner fraud to make new contracts with other people. Third, collective action is a collective action to minimize the occurrence of bad control so that cooperation services with external parties are needed to control public crime, and social security.

Education in the community is a basic need to support the lifelong learning process. Through a humanistic approach, education as a fulfillment of human needs has four dimensions; i.e. (1) organizational flexibility from various stages of education; (2) expansion of access to higher education; (3) recognition of informal and non-formal education; and (4) formal learning related to the new curriculum for health education, environmental education and cultural education (Field, 2001). Through education at the LAC, the community can access educational services that are in accordance with the needs of the community.

LAC as a non-formal education institution does not run as smoothly as that of formal education. LAC in some areas is like a 'stepchild' - lack local government attention, does not get a central position like a formal education institution, and lacks of access to information and resources on local government policies. The current LAC condition is almost the same in various regions in Indonesia. As state institutions, LACs will be 'alive' if there are program budgets, and they will 'die' if there are no any. These phenomena need special attention from the local government as a regional policy maker (Observation: researchers, 2021). Indeed, the existence of the LAC as the organizer of the non-formal education program is a solution, not merely an alternative for the community who need education services, skills, and improving the community's economy.

The phenomena of LACs cannot run without government budget are problems in various regions. This is different from Purwokerto LAC which constantly runs smoothly even though it does not access funding from the central government. The role of Purwokerto LAC's stakeholders, local governments, and partners both government and private parties in fighting for non-formal education services for people who need education, training and empowerment services is significant. The cooperation between the local government and the LAC as the technical implementer in the community yields the regional revenue and expenditure budget (RREB) for Purwokerto LAC from Banyumas regency government for the last five years can be seen in table 1 as follows:

Table 1. Purwokerto LAC RREB for the Last Five Years

No	Fiscal Year	Amount of RREB (IDR)	Remarks
1	2016 – 2017	1,100,540,000	-
2	2017 – 2018	1,157,000,000	-
3	2018 – 2019	1,205,000,000	-
4	2019 – 2020	1,643,745,000	-
5	2020 – 2021	953.900.000	Refocused for Covid-19 responses

(Source: Purwokerto LAC RREB Document, 2020)

Table 1 regarding the RREB of Purwokerto LAC for the last five years provides an illustration that the RREB of Purwokerto LAC from the Banyumas district government has significant amount, seen from 2016–2017 the RRAB budget amounted to IDR 1,100,540,000, - for the cost of education, training, and community empowerment assisted by Purwokerto LAC. In 2017 – 2018, it increased to IDR 1,157,000,000; in 2018–2019 increased to IDR 1,205,000,000; and in 2019–2020 the RREB LAC experienced a significant increase around four hundred million rupiahs to IDR 1,643,745,000. Meanwhile, in 2020-2021 the LAC RREB decreased to IDR 953.900.000, - because of local government response to Covid-19 pandemic (Purwokerto LAC RREB Document, 2020).

From the description above, it is noted that the local government provides financial support for the implementation of education, training and empowerment conducted by Purwokerto LAC. This condition is different from LACs elsewhere in Indonesia that the district RREB that is managed by the district education affair does not distributed to the LACs because LACs are not trusted to manage their operational budget allotted by local government. There are even LACs which are not presumed reliable at all to manage its own budgets. The description of LAC RREB managed by the district education affairs can be seen in following table:

Table 2. The LAC's RREB for The Last Three Years in Indonesia

Name of institution	Province	Amount of RRAB IDR)/ Year		
		2018	2019	2020
Ponorogo LAC	East Java	0, -	0, -	0, -
Central Lampung LAC	Lampung	10,000,000, -	11,980,000, -	0, -
Kampar LAC	Riau	35,000,000, -	35,000,000, -	0, -
East Waringin City LAC	Central Kalimantan	58,883,300, -	58,883,300, -	52,393,300, -
Mapande Donggala LAC	Central Sulawesi	75,000,000, -	80,000,000, -	65,000,000, -

(Source: randomly interviews to the LAC's principal)

Comparing table 1 and 2, there have been significant differences between Purwokerto LAC and other LACs in Indonesia especially in the amount of RRAB. Purwokerto LAC can 'stand still' with the Banyumas District funding and event refuses some funding from the Directorate General of Early Childhood Education and Community Development (ECECD) of Education and Culture Ministry of Indonesia. While some LACs in Indonesia are nearly 'collapse' if the ECECD does not support them with the budgets to run their programs (randomly interviews to the LAC's principal, 2021).

The survival of an organization depends on the support received by the organization from stakeholders with various backgrounds, therefore legitimacy can be interpreted as conformity between organizational results and institutional norms (Arnold, Kozinets, & Handelman, 2001). Conversely, the impact of a lack of perceived legitimacy indicates that when an organization does not act in accordance with social norms and values, it results in the failure of the organization itself (T & Ostale, 2006). Many organizations fail not because of a lack of resources or because of damaged products, but because these organizations do not properly understand the norms or ethics in their environment, so that this will often hinder the course of organizational activities (Chen & Silverthorne, 2006).

The question arises then: How is Purwokerto LAC able to maintain acceptance from the community? What roles does Purwokerto LAC play in the community empowerment? and How does Purwokerto LAC gain legitimacy from the local government and stake holders? This study aims at exploring the answers to the questions and elaborate in depth the possible factors determined.

Literature Review

LACs as non-formal education units have an important role in the educational process in society (Kemendikbud, 2015). LACs in developed countries are referred to as learning communities (Shantini, Hidayat, & Oktiawanti, 2019). The learning community has a goal to live together which is oriented towards learning as a process of survival. Learning community on a small scale or small community is a form of group that is different from the wider community, but the ethos of small communities needs to be adopted as an aspect of social governance (Holford, 2017). Learning communities have a noble purpose to help citizens learn to understand the social context that changes with the needs of life, jobs, and participate as citizens and members of society (Gouthro, 2017). New Zealand views adults as lifelong learners and active citizens, namely, citizens who are self-aware, aware of social issues, and act proactively in civil society (Findsen, 2016).

LAC is the center of all community learning activities. The learning community is a form of public awareness of the importance of learning and being learner. Lifelong learning is seen as a very valuable and essential aspect of life (Gouthro, 2017). Further, the importance of learning is for older adults (Findsen, 2016). Therefore, for adults to learn, "...must have equality and educational opportunities regardless of remote locations and limited learning distances" (Holford, 2017). Lifelong learning has three major points viz., (1) learning to further improve skills; (2) learning to be more democratic and become an inclusive society; and (3) learning for a more useful life (Chapman, Gaff, Toomey, & Aspin, 2005). Lifelong learning as a process of adult education. Education is seen as a process of human liberation from restraint, dependency, and stupidity to increase freedom of control over their own environment in which they live (Maluleka, 2021). Therefore, the function of adult education is to inspire desire, change, and understanding and belief that poverty or suffering is "God's will" and the human task is to survive (Maluleka, 2021).

The community learning is the carrying capacity of non-formal education unit programs. In order to remain sustainable with the needs of society in today's modern era, community learning needs to develop along with the conditions of the times. Adults as learners and at the same time as members of society have learning needs that vary according to the profession they are involved in. Community acceptance of non-formal education unit

programs along with community learning needs are fulfilled and supports current work. The failure of the program to meet the learning needs of the community which affects the acceptance of the community are (1) tutors are less responsive to the learning needs of adults so they are not fulfilled; (2) tutors do not adapt quickly to the needs and practical experiences of adults; (3) tutors and program managers are lack of support and follow-up on ideas and practices from adults in providing learning program services; and (4) the lack of tutors and program managers in providing basic concepts for planning and programming (Moore & Shaw, 2000).

Community acceptance of the LAC program as the implementer of non-formal education programs, at least has five aspects to meet; among others (1) the program has objectives to be achieved; (2) programs that are planned in accordance with the needs of the community, and have a correlation with the objectives to be planned; (3) the program runs according to the rules and flow in the program's standard operating procedures (SOP); (4) budget availability to support program realization; and (5) determination of program implementation strategy to achieve program objectives. The adult learning community chooses learning that can support their job. This goal of lifelong learning also conceptualizes that achieving extrinsic goals such as acquiring job skills, and obtaining an education as activities that have intrinsic value (Chapman et al., 2005). Most people provide literacy education services for people who need education. There are two educational services; namely, (1) community-based adult education programs; and (2) workplace literacy programs (Boyle, 1999). Boyle further revealed that to reduce regional poverty rates by forming community partnerships, namely, through two ways : (1) community empowerment, to comprehensively revitalize low-income environments; and (2) community partnerships, as a means to promote community empowerment programs (Boyle & Silver, 2004). Communities as users and subjects of the learning process are therefore the driving force for continuous programs in society. Constructionist learning theory has the meaning that adults build knowledge for themselves, from life experiences, and any learning either individually or in groups (Mentz & Van Zyl, 2018). In principle, constructionist learning theory has five principles: (1) interactive learning; (2) collaborative learning; (3) facilitative learning; (4) learner-centred learning; and (5) authentic learning (Mayombe, 2020).

Legitimacy is the common perception or assumption that an entity's actions are desirably, appropriate or inappropriate within some socially constructed system of norms, values, beliefs, and definitions. Researches in the field of organizational legitimacy emphasize the importance of social acceptance of organizations in an environment and suggests that how organizational legitimacy influences behavior and influences performance and survival in running the organization (Derakhshan, Mancini, & Turner, 2019). The theory of organizational legitimacy does not only show the rights of internal groups but in general also has to show the rights of external groups (Deegan, Rankin, & Tobin, 2002). To gain legitimacy requires effort that is not easy, one of which is that an organization/company must carry out social and environmental activities that have a positive impact on the environment where the organization is located. The theory of legitimacy emphasizes that companies/organizations must continue to strive to ensure that when carrying out their activities must be in accordance with the norms that exist in society or the environment in which the company/organization is located and strive to ensure that the activities of the company/organization can be accepted by outsiders as a legitimate organization accountable. Organizational legitimacy can be seen as something given by society to companies/organizations as well as something that companies/organizations want or seek from society, which can be in the form of trust.

Theoretical Framework

The theoretical frame of work in this research has value and usefulness as well as benefits for learning participants and adults in Purwokerto LAC in Banyumas Regency, Indonesia. The frame of work illustrates that learning participants and adults in Purwokerto LAC have an active role in supporting the non-formal education programs. The Purwokerto LAC has various programs ranging from equality education packages A, B, and C, education and training, as well as community empowerment. To make the non-formal education program successful at the LAC; stakeholders' support, especially the regency education office affairs and the Banyumas District government as policy makers, play a central role. In addition, environmental factors have become the supporting force for the implementation of the LAC's programs, both from the environment where the LAC is located, support from the surrounding community, and private parties who are concerned with the welfare of the community. Various LAC programs take place throughout the learning and teaching process; there is no closing time, but it is open throughout the year with special classes opening when there are new students. The various teaching and learning processes that students and adults go through become a form of community acceptance with the outcome of increasing the non-formal education program in the community.

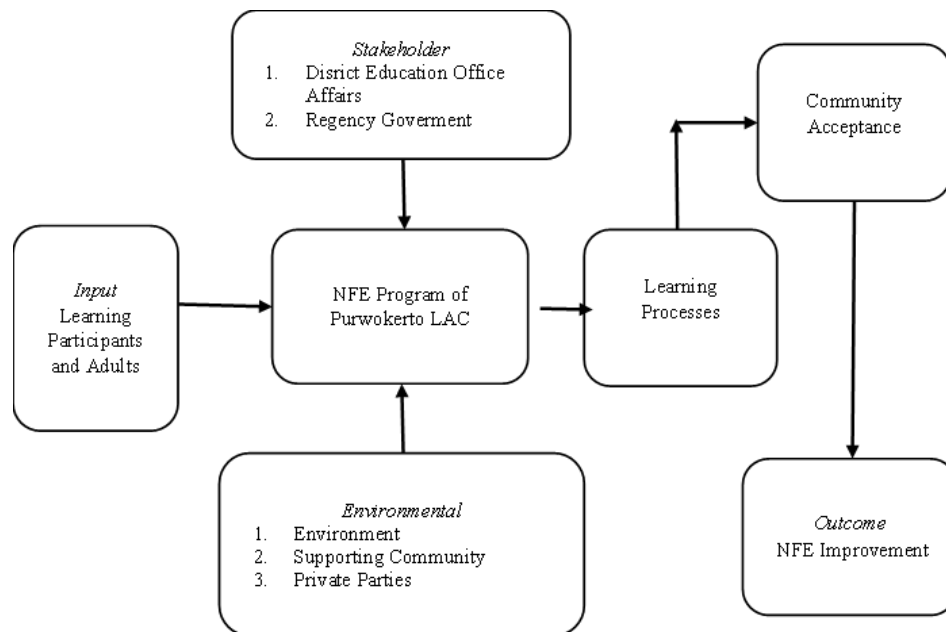


Figure 1. Theoretical Frame of Work

Methodology

The research uses qualitative approach, employing case study type of research. Through qualitative approach, the researchers want to examine in depth the behavior of the informants, the experiences of the informants, and the attitudes of the informants, as well as explore through interviews and group discussions with the informants (Creswell, 2018). Researchers interacted more with learners – the so called *warga belajar*, tutors, tutors, facilitators, stakeholders, program users, and the community around Purwokerto LAC who felt the benefits of having the LAC. Through a continuous approach, researchers can collect photos or pictures of activities at Purwokerto LAC, collect information from the surrounding community, and take in-depth look at phenomena that exist in the society. The various views of informants about the acceptance of the community towards Purwokerto LAC as a non-formal education unit are inductively analyzed to produce new theories that can contribute to the science of non-formal education. Through processes, actions, and continuous interaction with the subject of the research, researchers can closely observe the phenomena of informants assisted by Purwokerto LAC in Banyumas Regency.

To access these information a case study is employed. A case study is an empirical investigation that studies in depth within its real-life context of a contemporary phenomenon (Ridder, 2014). The main principle of a case study is the need to explore an event or phenomenon in depth in its natural context that is why they are sometimes called as naturalistic design. The continuous presence of researchers at the research location at Purwokerto LAC in Banyumas Regency, Central Java, to observe in depth community learning activities - cooking training activities, equality learning, computer training, and organic farming activities within Purwokerto LAC environment therefore is carried out. The presence of researchers was from February 2020 to April 2021. The benefits of the presence of researchers in the field are: (1) researchers can directly find out the acceptance of the surrounding community for the programs launched by Purwokerto LAC; (2) researchers can directly see the role of Purwokerto LAC for program planning, program implementation, program management up to program monitoring and evaluation; (3) researchers were able to find added value from public acceptance which was reflected in three categories including attitude, knowledge, and skills; and (4) researchers can classify forms of public acceptance of Purwokerto LAC as a non-formal education unit.

The research was conducted at Purwokerto LAC which is precisely at Prof. Dr. HR. Benjamin Road No. 574, Pakembaran, Bancarkembar, North Purwokerto District, Banyumas Regency, Central Java Postal Code 53121 Indonesia.

The data of this research were obtained purposively. The researcher classified them into two categories; first, primary data - the data obtained from informants who were directly involved with Purwokerto LAC programs and secondly; secondary data - the supporting data in the form of documents related to Purwokerto LAC and informants who are indirectly involved with the LAC programs. The subjects of this study were determined through several specific criteria because the researcher's consideration of the advantages of the purposive technique. The advantages of these are: (1) the sample was selected by the researcher in such a way that it is relevant to the research; (2) the use of this method is relatively easy to use and right on target; and (3) the samples chosen by the researchers were learning participants, alumni, parents, and adults who had direct contact with the programs at Purwokerto LAC.

The process of collecting the data used various data collection techniques through in-depth interviews, participant observation, and document studies (White & Cooper, 2022). In conducting in-depth interviews,

the interview guides were designed openly and flexibly in order not to seem to be rigid and exclusive, with the aim at being able to describe in detail of each research statement about community acceptance of Purwokerto LAC as a non-formal education unit. Researchers directly observed in depth the process of teaching and learning activities for equality education, course and training activities, and community education activities at Purwokerto LAC. Document studies were in the form of photographs, recordings or videos of learning, training and community empowerment activities. The documentations study that support this research were also traced from online media in the form of activity reports in the form of online publications and online news in the mass media.

Research data were analyzed using two methods. First, the data were analyzed using interactive data analysis which consists of (1) data condensation, (2) data display, and (3) conclusions drawing/verifying. The second method employed *Atlas.ti9* (Atlas text interpretation version 9) qualitative analysis software as the supporting method of analysis. The method of applying the software underwent three steps: open coding, axial coding, and selective coding (White & Cooper, 2022). To check the validity of the findings regarding community acceptance of LAC as a non-formal education unit, the researcher used four criteria: (1) credibility; (2) dependability; (3) confirmability; and (4) transferability.

Results and Discussion

Community Acceptance of the Learning Activity Center Program

Learning Activity Center (LAC) as a non-formal education unit under the district education affairs has a vital role in improving the quality of human resources, community skills, and the family economy. Communities as users as well as actors of the program conducted by Purwokerto LAC have an important role in the sustainability of the program in the following year. Community acceptance can be achieved if the community knows, understands, supports, and directly participates in the programs launched by Purwokerto LAC. Community acceptance of Purwokerto LAC program is reflected through two basic aspects: (1) aspects of community recognition; and (2) aspects of program implementation.

First, the aspect of community acceptance as users of Purwokerto LAC program has a major contribution to the implementation of the program in accordance with program objectives. Community acceptance of the LAC program is reflected in how much the participants and program users know about the LAC program. As expressed by an equality education student that he knew several the LAC's programs such as computer course program, dressmaking program, scouting program, and culinary program. (Informant 13). This fact was supported by other informant statement who said that he knew a few programs, such as the program for making an 'honesty canteen' from Purwokerto LAC's bulletin. (Informant 14). Users learned about a number of programs implemented by the LAC, this was also confirmed by the the facilitator that stating that the LAC ran ECEP, equality, community education, courses and training programs. (Informant 7). In addition to knowing the program, students also knew the purpose of the programs conducted as what informant's claimed that programs in Purwokerto LAC were conducted to train students' independence, so that they were ready to face the future- after graduating from school (Informant 13). He also claimed that the development of the LAC currently was very rapid, starting from online learning, computer-based examination, and learning that must adhere to health protocol. Increasing the knowledge of students to form social-entrepreneurship competencies in fostering functional skills and problem solving (Widiastuti, A., Supriatna, N., & Nurbayani, 2023).

The independence of learning participants is the result of exercises that are carried out repeatedly while studying at LAC. Apart from that, according to students, the aim of this program was to shape the personality of the learning participants, gained rich entrepreneurial knowledge, and trained the mental training of the learning participants. However, the program was temporarily inactive that year due to the impact of the COVID-19 pandemic. (Informant 15). The failure of the program to meet the learning needs of the community which affects the acceptance of the community includes: (1) tutors are less responsive to the learning needs of adults so they are not fulfilled; (2) tutors do not adapt quickly to the needs and practical experiences of adults; (3) tutors and program managers lack support and follow-up on ideas, ideas, and practices from adults in providing learning program services; and (4) the lack of tutors and program managers in providing basic concepts for planning and programming (Moore & Shaw, 2000).

Program strategy and planning aims at making program implementer more initiative, and embrace innovative ideas to operate the institution. programs that are most demanded by learning participants are courses, technical training, and equality education programs. The objectives of various programs that have been carried out by Purwokerto LAC are to train self-learning participants, train entrepreneurial mentality from the early age, stimulate learning participants to open computer businesses. The purpose of this program is 'internalization of the entrepreneurial spirit'. (Zulfikri & Iskandar, 2022). People studying at Purwokerto LAC were provided with moral and material support. Community and learning participants support Purwokerto LAC's programs through participating in activities, supporting the LAC program, participating in technical training, and participating in the decision making. Community support, in addition, was also accomplished with the leadership of Purwokerto LAC's principal. Support from the target group is greater if the target group feels the benefits of the program that has been conducted. The role of the leader becomes the forefront in decision making. Therefore, the optimization of the program in the community is through three steps: (1)

increasing the socialization of the program in the community; (2) ongoing program assistance; and (3) human resource capacity building through technical assistance and training. Thus, community support through readiness of human resources in management development, competitiveness to strengthen commitment, and collective movement in building strength to support the program (Wahyuningtyas, Disastra, & Rismayani, 2023).

Second, aspects of program implementation have contributed to people's lives. Community acceptance of the LAC program as an implementation of non-formal education programs goes well if at least five aspects are met including: (1) the program has objectives to be achieved; (2) programs that are planned in accordance with the needs of the community, and have a correlation with the objectives to be planned; (3) the program runs according to the rules and flow in the program's standard operating procedures (SOP); (4) budget availability to support program realization; and (5) determination of program implementation strategy to achieve program objectives. So the implementation of important factor programs in entrepreneurship education includes: sustainable entrepreneurship programs, alumni assistance programs, and sources of capital (Susilaningsih, Siswandari, & Suyanto, 2022). Conditions for improving the economic condition of students are emphasized by tutors (informant 6) that economic improvement in the form of business development and expanding access business. Improving the community's economy, which was very influential in people's lives, including: increasing participation in education for themselves and their children, increasing business capital, increasing sales, and increasing profits for their family life. Community participation in program implementation has a positive impact on community economic development.

Various courses and training programs implemented by Purwokerto LAC have provided the community with the tools to determine businesses that are in line with the community's learning needs. The visual description of acceptability of the community towards LAC as non-formal education units uses the *atlas.ti* 9 application can be figured as follows:

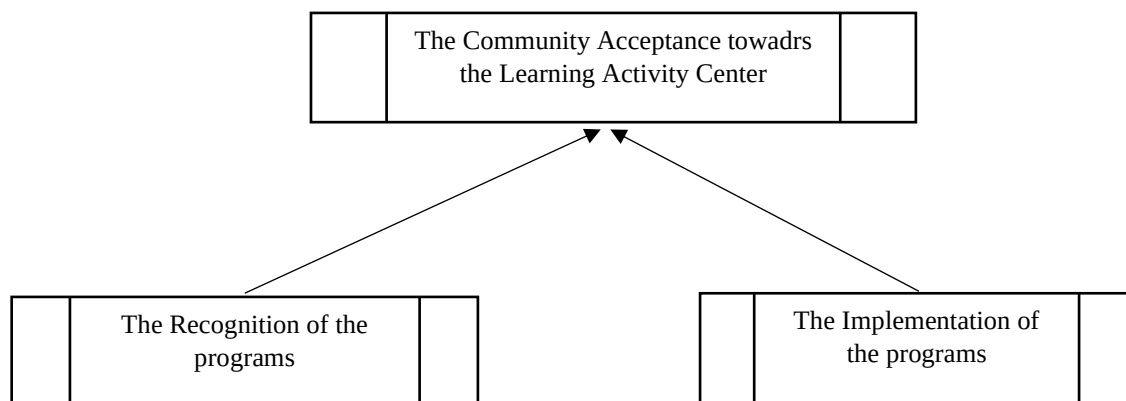


Figure 2. The Community Acceptance towards Learning Activity Center

The Role of the Learning Activity Center as a Non-Formal Education Unit

Purwokerto LAC has become a center for piloting LAC throughout Indonesia. The role of Purwokerto LAC as a non-formal education unit is the center point for the development of local government programs. Purwokerto LAC as a non-formal education unit has five main roles: (1) integration of policy makers; (2) community potential mapping; (3) collective policy; (4) community participation; and (5) program monitoring and evaluation.

First, the integration of policy makers as organizers of non-formal education programs in the community. Institutional policy is the integration of policy makers with various related stakeholders. The support from the central government and local governments in the form of funding, and participation in activities as experts were efforts of Purwokerto LAC leaders to integrate policy making. LAC in the community also functions as (1) a place for community learning or learning society, (2) a place for learning exchange, as a community information center; (3) a meeting center for various levels of society; and (4) a community research center. The involvement of subsystem actors (leaders and the community) in policy making is an important integration as a shared policy preference (Tosun & Lang, 2017).

Second, mapping the potential of the community. Mapping community potential is an effort of Purwokerto LAC to capture community learning needs. Adults learners have potential and abilities from life experiences. In principle adults, "... have the potential to develop themselves and self-motivated to learn" (Moate & Cox, 2015; Shikukumwa, Kanyimba, & Shalyefu, 2016). Mapping the potential of human resources is carried out through identification of learning needs, and assessment of learning needs. Mapping the potential of the community which was revealed by students that Purwokerto LAC provided mapping of potential to the community by holding various training courses in accordance with their talent. (Informant 12). This condition was also confirmed by the equality education tutor who claimed that the potential to be developed were the potential for regional arts, literacy, and spirituality (Informant 9). The potentials possessed by learning participants of Purwokerto LAC are the capacities of regional arts, capacities of skills (life skills), spiritual

potent, and literacy capacities. These various potentials are the supporting capacity of the LAC's program for learning activities in the community.

On the potential of natural resources, Purwokerto LAC provides organic farming training. The results of the researchers' field observations provided an overview that through organic farming students could learn to plant, care for, managed land, and utilized agricultural products provided by Purwokerto LAC. The students utilized area surrounding the Purwokerto LAC to be used as agricultural land, such as planting chilies, eggplant, and mustard (observation: researchers). Meanwhile, regarding social resource potential, as stated by the tutor, the potential of LAC which is currently being prioritized is culinary programs. To develop this potential is by joint-organizing programs between institutions, teachers and students. (Informant 9). This culinary practice activity was attended by equality education students which aims at instilling entrepreneurial skills in the culinary field as well as train mental readiness to live in society. Through the creation of entrepreneurship ecosystem, students' mental health conditions to acquire entrepreneurial skills, social intelligence is able to create innovative businesses (Karimi & Ataei, 2022).

Third; collective policy making is the involvement of learning participants in decision making, which is an institutional effort to involve learning participants in determining program implementation plans. Through the implementation of collective decision making policies, the community can be recognize, understand, and support, the community can participate directly during program implementation. As stated by tutors, learners were involved in the basic decisions on the implementation plan of the LAC's flagship programs. The forms of students' involvement were input activities, actively taking part in events at the LAC, and discussions during the briefing of the learning community by the principal of Purwokerto LAC (Informant 6). In other words, the form of participants' involvement was in a form of collective policy contribution to support Purwokerto's LAC programs. The community's acceptance of Purwokerto LAC as a non-formal education unit was expressed by the learning participants that the community accepted the programs well because Purwokerto LAC always organized activities benefited to the community surroundings inside and outside of the campus. (Informant 14).

Fourth, community participation is the community's contribution in running programs on a sustainable basis in non-formal education programs at Purwokerto LAC. The adoption of public acceptance of government policies can be identified through three points: the extent of public understanding, community support, and community participation in program implementation. Community participation were given by learning participants were in the form of community service in keeping the class clean, caring for the garden around the LAC, caring for horticultural farming, protecting the environment, maintaining LAC's assets - self painting the class, painting their chairs and tables, and others. (Informant 9).

Lastly, in implanting the flagship programs, Purwokerto LAC requires program monitoring and evaluation as material of consideration for policy making in the following year. Program evaluation is an activity to collect data, manage, and present data from the results of the assessment to be knowledgeable to policy makers as decision material, whether the program to be continued, corrected, limited, discontinued, or continued from ongoing and implemented programs (Robbins, Bergman, & Stagg, I., & Coulter, 2014). As stated by the learning participants and tutors that there had been the evaluation of activities so far. Both stated that they evaluated together when the activities are carried out, and after the training in the form of program assistance. (Informant 13; 6). Through continuous assistance both during implementation and after training, program managers could minimize program obstacles. The description of the role of learning activity centers as non-formal education units using the atlas.ti 9 can be figured as follows:

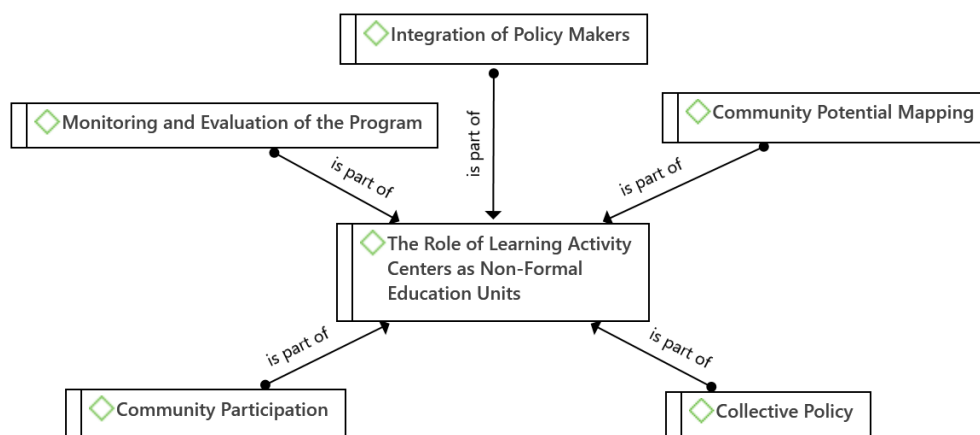


Figure 3. The Role of Learning Activity Centers as Non-Formal Education Units

Acceptability and Legitimacy Acquisition

In terms of obtaining the legitimacy of the institution, Purwokerto LAC acquired legitimacy from building informal relationship with the member of the Regional People's Representative Assembly (RPRA) of Banyumas Regency from the commission IV which in charge of education. The RPRA would approve the program

proposed by the LAC as long as the program was truly the real needs derived from identifying community learning needs. The member of RPRA from commission IV would always fought for the programs proposed by the LAC as long as they were indeed activities needed by the people of Banyumas. (Informant 3). The case indicates that there is a relationship between community acceptance and the acquisition of legitimacy. If the programs organized by the LAC are community needs, then the LAC will be accepted by the community and legitimized by the stakeholders.

It was further told that he knew the principal of the LAC well because he had known him since they studied in Semarang. This indicates that informal relations between individuals are also a very important element in obtaining legitimacy. With a good informal relation, communication can also be maintained. According to the statement from the principal of the LAC, maintaining good relations did not require high costs, it was enough to 'say hello' at certain occasions. These could be done by sending messages via social media what's up, contacting by phone, or just having coffee together at a mutually agreed leisure time. In these informal meeting, of course, both intentionally and unintentionally tucked away discussions about their jobs. An overview of the Acceptance and Legitimacy Acquisition Model, is shown in figure 4.

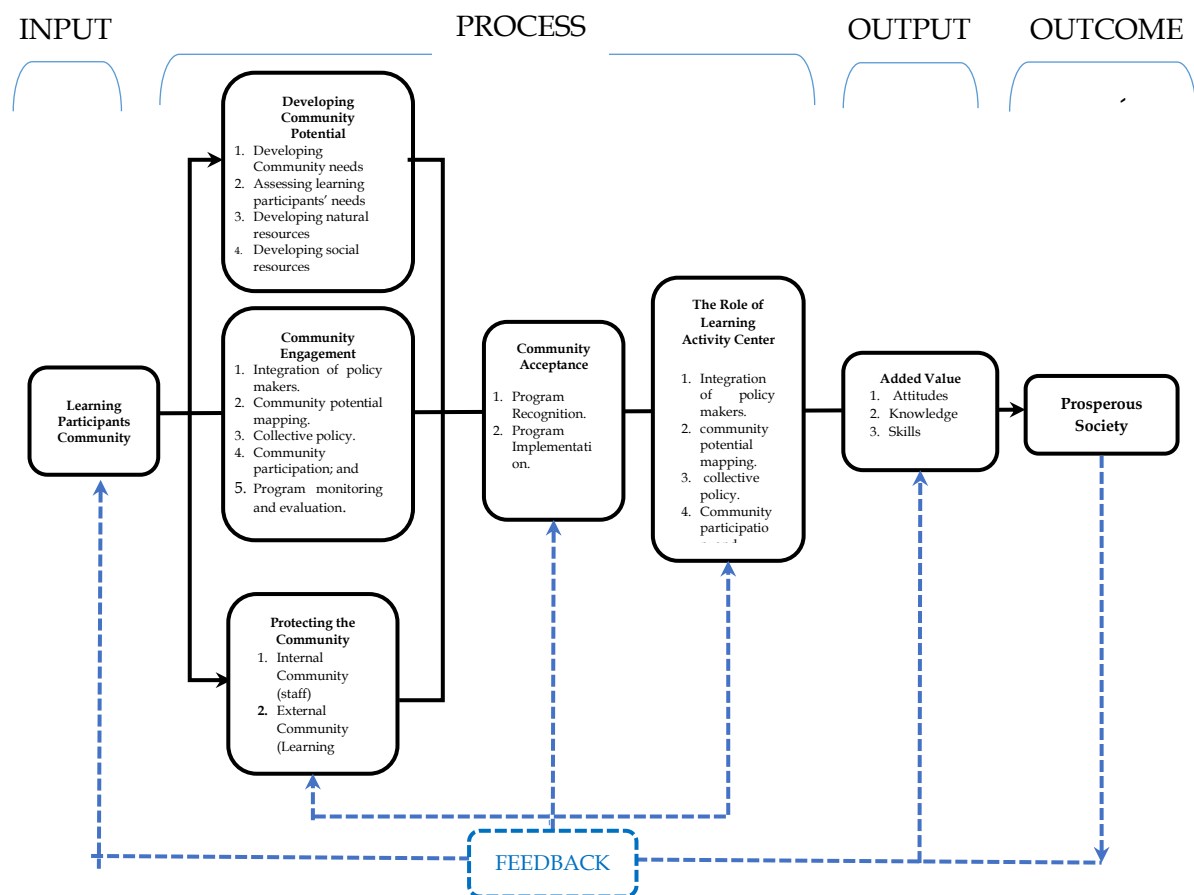


Figure 4. Model of Acceptance and Legitimacy Acquisition

Meanwhile, according to the Head of the Banyumas Regency Education and Culture Office (Informant 4), the existence of Purwokerto LAC was well familiar to her because she had observed that the programs initiated by Purwokerto LAC had positive impacts on the participants involved. She gave an example of one of the programs facilitated by Purwokerto LAC was batik micro small medium entrepreneurship (MSMEs). One of the batik MSMEs is now growing rapidly and has become the icon and batik shopping center in Purwokerto City which is already very well known. She also claimed that she also understood that Purwokerto LAC as the technical implementation unit of non-formal education in the region was an inseparable part of the Regency Education and Culture Office. She, therefore, felt responsible for the success of the program proposed to the Regency Education and Culture Office.

A further statement was elaborated the principal of Purwokerto LAC (Informant1), that every time he had an event he always invited journalists from newspapers and other online media in Purwokerto. He claimed that by inviting the media, his activities and programs would be recognized by the society and especially the stakeholders. By inviting journalists was to proclaim that his program was real. By inviting the journalists, he wanted to prove to the public and stakeholders that the activities being carried out were really true. He did this because there were opinions that the activities carried out by the LAC were assumed to be fake activities - just to spend the budget. The activities that had been carried out by LAC can be traced both through printed media - Radar Banyumas daily, Suara Merdeka daily, as well as through online media - Radar Banyumas.disway.id, Suara

Banyumas.com, Suara Merdeka.com, etc., and through Purwokerto LAC's Facebook and Instagram. All of these are the indelible digital traces.

Conclusions

The conclusions of the study illustrate that the community's acceptance of the learning activity center program is manifested in two main aspects, namely, (1) community recognition of the LAC's program; and (2) implementation of the program at the LAC. Community recognition can be seen from the community knowing and contributing to the implementation of the program, understanding, supporting, and participating directly, so that a good personality is manifested, independence in learning, mental training of students in learning, increasing knowledge, skills, and increasing entrepreneurial knowledge. The implementation of the program at the LAC is reflected in the community having skills in entrepreneurship, expanding business access, increasing business capital, and improving the family economy.

There are five main roles of LAC as non-formal education units in the community; namely, (1) integration of policy makers; (2) community potential mapping; (3) collective policy; (4) community participation; and (5) program monitoring and evaluation. In the integration of policy makers, the role of institutional leaders is the supporting force for program implementation. Through the policies taken by stakeholders, they become the determinants of the direction of institutional policies in the future. Mapping community potential is generally manifested in three potential mappings: i) human resource potential, i.e., screening community potential through courses, training, regional arts, literacy, and spirituality; ii) natural resource potential, viz., mapping the potential of organic agriculture; and iii) potential social resources represented by potential culinary skills. Collective policy is illustrated through the involvement of learning participants in pro-people decision-making, good ecology, and social justice in society. Community participation is realized through the contribution of ideas, energy, and self-help funds. Program monitoring and evaluation is illustrated through evaluations carried out by students, tutors, facilitators, tutors, and program managers both before and after activities.

In acquiring the legitimacy as well as acceptance both from the stake holders and the community, Purwokerto LAC had been doing several activities: (1) institutional and programs recognition, (2) protecting the community, (3) building informal relationship, and (4) promotion through mass media. These four elements of obtaining legitimacy are carried out simultaneously one another. No element is more significant than the other. This is done contextually in terms of time, urgency and personnel. Institution and program recognition is carried out by introducing both programs and personnel to the stake holders aiming at building a perception that LAC is a solid organization. This activity is done both by the principal of the LAC or by delegating the personnel. To be more acceptable to the staff and inner community of the LAC, the principal of the LAC protects its community by organizing their future career to the district's Personnel and Human Resources Development Agency. The next way to gain legitimacy is building an informal relationship between the institution and the stake holders through the personnel inside the organization. To gain legitimacy need lobbying which is defined as the legal communication both orally or written with the public official to influence policy decisions. This action is also part of publication instead of mass or social media publication. Currently social media is a medium communication that is very easy and cheap for promotion but has powerful impact to the society.

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