

SOCIALIZATION ON THE LEGALITY OF ESTABLISHING AN ENGLISH LANGUAGE COURSE INSTITUTION IN MATA AIR TARUS VILLAGE

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Abstract

This community service was motivated by the absence of an English language course institution in Mata Air Tarus Village. As a non-formal educational institution, a course institution plays an important role in improving the competence and skills of the community, especially in the field of English as an international language. However, the establishment of a course institution must comply with applicable regulations. This community service aims to provide an understanding to the Village Head and Village Officials of Mata Air Tarus, as well as the founders of the language course institution, regarding the legal aspects of establishing such an institution. The methods used in this community service include surveys, presentations, and discussions or question-and-answer sessions. The results of the community service and discussions revealed that the establishment of a course institution must comply with the Ministry of Education and Culture Regulation Number 81 of 2013 on the Establishment of Non-Formal Education Units to avoid conflicting with existing laws and regulations. The recommendations provided are the need for a unified understanding among the Village Head, Village Officials, Course Institution Founders, and the Education Office to ensure the implementation of Non-Formal Education that can improve the quality of the community.

Keywords: Course Institutions, Educational Units, Legality

INTRODUCTION

Article 31(1) of the 1945 Constitution of the Republic of Indonesia stipulates that “Every citizen has the right to education,” meaning that education is a right of every citizen, and the state, through the government, is obligated to prepare and ensure the provision of education for every citizen. The authority of the government is outlined in Article 31, paragraph (3) of the 1945 Constitution of the Republic of Indonesia, which states that “The government shall endeavor to establish and administer a national education system that fosters faith and piety as well as noble character in order to enlighten the life of the nation, as regulated by law.”

One form of national education is non-formal education, which is an educational pathway outside the formal education system that can be implemented in a structured and hierarchical manner. In accordance with Article 102 (1) of Government Regulation Number 66 of 2010

amending Government Regulation Number 17 of 2010 on the Management and Implementation of Education, non-formal education serves the following functions:

1. As a substitute, supplement, and/or complement to formal education or as an alternative to education; and
2. Developing the potential of students with an emphasis on mastery of functional knowledge and skills, as well as the development of professional attitudes and personalities in order to support lifelong education.

Furthermore, Article 3 (1) (a) of the Minister of Education and Culture Regulation Number 81 of 2013 on the Establishment of Non-Formal Education Institutions states that non-formal education consists of Training and Education Institutions. Furthermore, Article 1(4) of Minister of Education and Culture Regulation Number 81 of 2013 on the Establishment of Non-Formal Education Units states that Training and Course Institutions (LKP) are non-formal education units established for the public who require knowledge, skills, life skills, and attitudes to develop themselves, advance their professions, work, engage in self-employment, and/or continue their education to a higher level.

Course institutions, as non-formal educational institutions, play an important role in improving the competence and skills of the community, especially in the field of English as an international language (Copland et al., 2014). The need for English language skills, both for continuing studies and improving career prospects, has encouraged young people to join English language course institutions (Richards, 2015). However, the process of learning a foreign language is often perceived as boring, especially for teenagers (Dörnyei & Ushioda, 2021). This method is in line with the motivational theory in second language education, which emphasizes the importance of creating a joyful and participatory educational atmosphere (Mercer & Dörnyei, 2022). Furthermore, the use of innovative learning methods and technology in English teaching has been proven to increase student engagement and learning outcomes (Golonka et al., 2014). By combining cognitive and affective aspects in the learning process, course institutions can create a more holistic and memorable learning experience for students (Dewaele et al., 2019).

Based on the information provided by the contributor, there is an urgent need for an English language course institution. However, the establishment of such an institution must comply with applicable laws and regulations. Therefore, according to the contributor, socialization regarding the legality of establishing an English language course institution is mandatory.

IMPLEMENTATION METHOD

The community service activity was conducted on August 16, 2025, at the Mata Air Tarus Village Office, Kupang Tengah Sub-district, Kupang District, East Nusa Tenggara Province. Participants in this activity included community service volunteers, the Village Head, and Village Officials of Mata Air Tarus. This location was chosen because it is a village with tourism potential, making it urgent to understand English. The methods used in this activity consisted of several stages, namely:

1. The pre-activity stage, which involves conducting a survey of the service location in Mata Air Tarus Village and obtaining service permits and service assignments from Artha Wacana Christian University in Kupang.
2. The implementation stage of the activity consists of two parts: first, a presentation on the legal aspects of establishing a training institution, and second, a discussion or question-and-answer session to stimulate participants' thinking and encourage them to express their opinions.

RESULTS AND DISCUSSION

The event began with an opening speech delivered by the Secretary of the Community Service Institution and a welcome speech by the Head of Mata Air Tarus Village.



Figure.1



Figure.2

After the opening ceremony, the community service participants delivered several presentations on the legality of establishing a course institution, as follows:

1. Establishment and Organizers of the Course Program

Article 2 of the Minister of Education and Culture Regulation Number 81 of 2013 concerning the Establishment of Non-Formal Education Units states that Non-Formal Education Units may be established by: a. individuals; b. groups of individuals; and/or c. legal entities. Furthermore, Article 4 (1) of Minister of Education and Culture Regulation Number 81 of 2013 on the Establishment of Non-Formal Education Units states that Training and Education Institutions that are established may conduct programs in: a. life skills education; b. youth training; c. women's empowerment education; d. vocational skills education; e. tutoring; and/or f. other non-formal education programs as required by the community.



Figure.3



Figure.4

2. Requirements for Establishing a Course Institution

Article 5 of the Minister of Education and Culture Regulation Number 81 of 2013 concerning the Establishment of Non-Formal Education Units states (1) The requirements for establishing a Non-Formal Education Unit consist of: a. administrative requirements; and b. technical requirements. (2) Administrative requirements include: a. A copy of the Founder's National Identity Card (KTP); b. A list of the management structure and detailed responsibilities; c. A letter of residence from the Village Head/Head of the Sub-district; d. Proof of ownership or authorization to use the learning facility for a period of 3 (three) years. e. If the founder is a legal entity, the founder must attach a Certificate of Legal Entity from the Ministry of Law and Human Rights. (3) Technical requirements consist of a Development Plan for the Non-Formal Education Unit in accordance with the National Education Standards.

3. Licensing Procedures

Article 6 of the Minister of Education and Culture Regulation Number 81 of 2013 concerning the Establishment of Non-Formal Education Units stipulates Article 6 point (1) The founder submits an application letter for the establishment of a Non-Formal Education Unit by attaching technical and administrative requirements to the Head of the Office. Point (2) The Head of the Office verifies the administrative and technical files. (3) The Head of the Education Office issues approval or rejection of the establishment of the non-formal educational institution within a maximum of 30 (thirty) working days from the date the application is received. (4) The Head of the Education Office issues the Establishment Permit for the non-formal educational institution. Furthermore, Article 7 Non-formal Education Units that have obtained a Permit for Establishment shall be assigned a Non-formal Education Unit Identification Number in accordance with the Procedures for Assigning Identification Numbers as regulated by the Minister of Education and Culture. Then, in accordance with Circular Letter of the Secretary General of Education, Culture, Research, and Technology number 6, it has been determined that educational institutions organized by the community must have a Business Identification Number (NIB) issued through the OSS system based on the provisions of laws and regulations before applying for a permit.

4. Guidance, Supervision, and Control

Article 8 of the Minister of Education and Culture Regulation Number 81 of 2013 on the Establishment of Non-Formal Education Units stipulates that (1) the Head of the Education Office conducts supervision of Non-Formal Education Units, (2) supervision is conducted to enhance institutional capacity, and (3) technical supervision is carried out by Inspectors. Meanwhile, supervision and control are regulated in Article 9, paragraph (1) The Head of the Education Office conducts supervision and control over Non-Formal Education Units, and paragraph (2) Technical supervision and control are carried out by Inspectors.

5. Closure of Non-Formal Education Units

Article 10 of the Minister of Education and Culture Regulation Number 81 of 2013 concerning the Establishment of Non-Formal Education Units stipulates that (1) The closure of a Non-Formal Education Unit is the termination of activities or the abolition of the Non-Formal Education Unit, and (2) The closure of a Non-Formal Education Unit is carried out if: a. the

Non-Formal Education Unit no longer meets the requirements for the establishment of a Non-Formal Education Unit; b. the Non-Formal Education Unit has not conducted non-formal education programs for two consecutive years; (3) The closure of a Non-Formal Education Unit is carried out by the Regency/Municipal Government. Meanwhile, in Article 11, paragraph (1), the closure of a Non-Formal Education Unit may be carried out based on the results of an evaluation by a team formed by the Head of the Department, (2) The closure of Non-Formal Education Units as referred to in paragraphs (1) and (2) shall be followed by: a. the transfer of students to other Non-Formal Education Units that offer the same program, level, and type; b. the handover of educational documents to the Head of the Department; c. the handover of assets belonging to the non-formal education unit established by the community is regulated by the founder and/or organizer of the non-formal education unit.

After the facilitators delivered the material, the participants of the community service activity, namely the Village Head and Village Officials, were given the opportunity to ask questions to the facilitators so that a common understanding of the legality of establishing a course institution could be achieved.



Figure.5



Figure.6

The activity concluded with a group photo of the volunteers, the Village Head, and the Village Officials of Mata Air Tarus.



Figure.7

CONCLUSION

Based on the results of the community service, the conclusion drawn is that the establishment of a mandatory course institution must adhere to the Ministry of Education and Culture Regulation No. 81 of 2013 on the Establishment of Non-Formal Education Units to ensure compliance with applicable laws and regulations.

The recommendation provided is the need for a unified understanding among the Village Head, Village Officials, Course Institution Founders, and the Education Office to ensure the implementation of Non-Formal Education that can enhance the quality of the community.

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