



## The involvement of non-formal education in students' learning needs during the covid-19 epidemic

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### ABSTRACT

All Formal education is oriented towards the continuity of one's education to carry out formal learning activities from the pre-school level to the university level. This article asks about the involvement of non-formal education to fulfil the learning needs of students during the Covid-19 epidemic as a form of companion, complement, support and requirement. This article uses a qualitative descriptive design that takes the ideas, sources and theories based on reference books, related journals and experiences as well as from sources those who are experienced in their fields. So this article, the author states that the involvement of non-formal education is divided into two points, namely: 1) Direct involvements: a) extracurricular involvement, b) technology system involvement of subjects matters, c) involvement of school activity companions, d) involvement of supporting of vision and mission of the school. 2) Indirect involvements: a) involvement of companion learning resource's needed, b) involvement of flexibility learning activities, c) involvement of potential trainers of students, d) involvement of pre-requisites for admission to favourite study and e) involvement the lifelong education's chngement.

### INTRODUCTION

Non-formal education is also what is known as extramural education. Non-formal education and outside school education have the same pattern and structure Dugarova, Starostina, Namsarayev, Dagbaeva, & Malanov (2016). This statement gives us the informations that there are meanings of teaching and learning which are two words that cannot be separated in the educational process itself, but in concept and theory. The teaching and learning process has different characteristics, models, methods and approaches. Haerullah (2020) said that differences in the teaching and learning process will affect the child's mindset, character, potential, and ability to solve problems and find solutions to accepted problems.

In the fact today in the new era of Covid-19 pandemic of formal school is lack of a pre-school educational facility for students to continue their education up according to Harris & Wihak, (2018); (Werquin, n.d.) But, it was formal schools have not been able to provide satisfaction to students to develop the potential, competencies and skills they should

have obtained informal education. While formal education at the senior high school level is more oriented towards learning and teaching, doing assignments, discussing assignment problems, and preparing for education to the university level according to Ivanova (2016); Storey & Slavin (2020), however at the first school level, formal schools are more oriented towards preparing children to receive information from reading books, teacher lectures and doing assignments. And so it is in elementary level formal schools. Schools are more oriented towards preparing students to receive information from books, teacher lectures and assignments according to Kegiatan, Masyarakat, Rizka, & Hardiansyah (2017). Based on the beside statement according to Küçüksüleymanoğlu (2018); Tajik, Farnaz Vahedi (2021) said that he consequence is that if it continues, it will become an obstacle to the potential, competence, and independence of students to be able to create, explore, renovate knowledge, experience as a source of learning and the skills they will develop from an

early age will be hampered. Based on Kuntoro (2006); Ngozwana (2017); O'Connor (2012) said that another assumption is of course seeing that a person's ability and readiness to undergo dead-end education cannot be separated from what is called life skills. According to Rogers (2005); Silberman-Keller (2003); Skager *et al.*, n.d.; Sudaryana (2018); Young & Donovan (2020) give statements that the important aspects of life skills are independence of students in gaining knowledge and learning experiences as a form of the learning process in formal schools implies cognitive, affective and psychomotor abilities, and not to the aspects of deepening the experience of science, technology, information, and mathematics. This is also an inseparable part of formal education so that non-formal education becomes a part that is supporting, complementary, companion and conditional according to Sulfasyah & Arifin (2017); Sumalee (2018). In the conditions of the new era or new era norms, non-formal education may become a core part of the need for education according to Susanti (2014). Younus & Akbar (2017) said that Non-formal education is outdoor education, it was although in theory and practice, non-formal education does not yet have a standard education management process.

## LITERATURE REVIEW

### Implementation of Non-Formal Education

The implementation of non-formal education is education outside formal education activities carried out in the process of proficiency and expertise, and it was the process of proficiency and expertise suggests that non-formal education is capable and able to explore students and to seek the need for knowledge according to Ugwu, n.d.; Vovk, Sotska, Trynus, & Muzyka (2019). This is of course in line with what was conveyed Rogers (2005) stated that non-formal education provides opportunities and challenges for students to face changes to their environment in applying the knowledge they have acquired as solutions to life problems. In other implementations, what was conveyed by according to Syaparuddin (2020); Tajik, Farnaz Vahedi (2021) that the value of implementing non-formal education includes 1) developing values and skills, 2) building collaboration skills, 3) supporting one another, 4) leadership. Young & Donovan (2020); Yazcayir & Gurgur (2021) sees that other implementations of non-formal education must involve the implementation of facilities and infrastructure, what will be taught, how to advocate, directly and indirectly, using a hidden curriculum covering community habits, the meaning and values of teachers and the meaning of students in non-formal education.

The implementation of non-formal education in Indonesia is based at this time to help complete the compulsory 9-year basic education program, being involved in the compulsory education program education

services according to DeArmond, Chu, & Gundapaneni (2021). It was the same conditions with Dugarova *et al.*, (2016); Fragouli (2020); Haerullah (2020) the emergence of the equivalency education program in non-formal education, namely the Package A program equivalent to elementary school, Package B equivalent to junior high school, package C equivalent to SMA was more triggered by the need to complete the 9-year compulsory basic education program (Package A and Package B) in addition to providing access to higher education namely Package C. RI Law No. 20 of 2003 concerning the National Education System Article 26 paragraph 1 states as follows: Non-formal education is provided for citizens who need educational services that function as substitutes, enhancers, and/or complement to formal educators to support lifelong education according to Kegiatan *et al.* (2017).

### Development of Quality of Non-Formal Education

The development of the quality of non-formal education in the pandemic era is of course through various methods and strategies as a form of development and quality of non-formal education Karasel Ayda, Bastas, Altinay, Altinay, & Dagli (2020). Based on the development of the quality of non-formal education, education is a conscious, planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. thereof, society, nation and State said Susanti (2014); Sulfemi (2019); Suswandari, Siswandari, Sunardi, & Gunarhadi (2020).

The education, noble, healthy, knowledgeable, competent, creative, independent, and being a democratic and national citizen function to develop capabilities and shape the character and civilization of the nation to develop the potential of students to become faithful and devoted people to God who is most responsible. (Law No. 20 of 2003 on the National Education System). In-Law No. 20 of 2003 concerning the National Education System article 13 paragraph 1, it is stated that the implementation of the Indonesian national education system is subject to 3 steps, namely formal, non-formal, and informal education channels that can complement and enrich each other Terrazas-Marín (2018). Non-formal education is a path of education outside formal education that can be implemented in a structured and tiered manner said Suswandari *et al.* (2020); Syaparuddin (2020). In the other statement that it is non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing the abilities of students. In-Law Number 20 of 2003 concerning

the national education systematics according to Suswandari *et al.* (2020); Tajik, Farnaz Vahedi (2021); Sulfemi (2019). This target not only prioritizes those who have never attended school, dropped out of school, or those who have graduated from school and want to get a job, but non-formal education also serves all levels of society without exception including those who already have a high level of education or even a permanent job said Blagg, Blom, Gallagher, & Rainer (2020); Dugarova *et al.* (2016).

### Characteristics of Non-Formal Education in Pandemic Era

The characteristics of non-formal education are of course assumed to be an approach that can contribute to students in preparing for their needs for deepening the material and competencies they have according to Education (2021). Efforts to improve the effectiveness of non-formal education are not an easy task, like turning your hands, even though in its history non-formal education is older than formal education. Based on the characteristics of non-formal education by Fragouli (2020) : a. It is necessary to organize the right concept of non-formal education programs. b. It is necessary to plan a needs-based non-formal education program of real learning. c. Implementing and managing non-formal education diligently and sustainably with clearer management principles. According to Sarfo, Amankwah, Baafi-Frimpong, & Asomani (2020); Seifu (2020); Willis, Lynch, Fradale, & Yeigh (2019) determines one of the phenomenon in the pandemic condition is to use of technology system as source to learn and to study.

Ngozwana (2017) states that the characteristics of non-formal education are the complementary and cover to learn, to educate and to life together as the formal education orientation. It was said Erol & Danyal (2020); Yanuarti (2018) it is a direct link to the approach of pedagogy as a form of teaching and learning. This is followed by providing several characteristics such as 1) Youth shift, 2) Forming groups, 3) Community Center, 4) Short education system, 5) Focusing on local culture. According to Hermanto, Rai, & Fahmi (2021) judging from the target, non-formal education includes all levels of society, not limited to age, gender, socio-economic status and level of education.

### Learning and Teaching as Non-Formal Education

Non-formal education is certainly not the same as what is called teaching and learning Haerullah (2020). However, on the one hand, what is called formal education is also considered non-formal education. It was of course, this has a strong basis that this is due to a shift in the function of education in society, even though formal education is still a source of learning centres in modern times. And both of these things occur due to a shift in politics, government

policies, culture, and a shift in values in society. And therefore, non-formal education has also taken a place in society as a choice of continuing education, experience development, and learning opportunities through criticizing political life according to Harris & Wihak (2018); . Non-formal education gives status to students in obtaining this education. This status has cut off the uniqueness and potential of students and parents in providing non-formal education in society, this greatly affects the moral, norm aspects and the cultures as the unity of the society in the other district Karasel Ayda *et al.* (2020). So it was that non-formal education in the community is unique and has a special function in its belief as a form of framework support in society. Based on what is stated in the points above, according to Kuntoro (2006); Lemberger & McCormick (1976) learning and teaching non-formal education can also be said to be learning and teaching as alternative education. In the words, where the learning and teaching functions are complementary to formal education, and if the formal education system finds problems in education, alternative education offers it as alternative education. Consequently, it was that non-formal education is also adult education. So that adult education today needs to be considered as a medium and a forum for many people to continue to create, renovate, and think critically in achieving the expected goals.

### METHODS

This study is more oriented towards the idea and development of ideas on the source of the problem or phenomenon that is seen in society at large, and is consistent and assimilated to the current situation Noor, Isa, & Mazhar (2020); Suswandari *et al.* (2020). The approach used in this study article is qualitative design Erol & Danyal (2020). In this design, the author uses books, reputable international journals and reputable accredited national journals, and discusses these issues with experts in their fields, and this is also related to the author's experience. There are some point of views, such as: Participant is to determine the real condition to involve the non-formal education. Participant: participants used purposive sampling to collection of the data otentics. The participants involve the lectures, teachers, and students form the different field. Research Design: In this research design, the reseacher uses some of the different sources to determine the information taken from the partipants' data. Semi structure interview was developed to determine the questions according to aim of the research. Data analysis: Data analysis gives the gap information which is occurred in the real society of non-formal education aspect. This gab described based on the participants information and semi structure interview and compared with some national and international journal.

## RESULTS AND DISCUSSIONS

In the conceptual framework and theory of the implementation of non-formal education in Indonesia, especially for people affected by the Covid 19 pandemic, formal education can be achieved with the existence of non-formal education that has been determined for its function and practice in society, including:

### Non-Formal Education's Technology System

Non-formal education as a technology system for formal education can be said that non-formal education provides opportunities for students to get an education in skill levels and increase competences. But in fact, some formal school, technology is less used in learning activity as the sources of learning and teaching. So that. It is section non-formal education provides opportunities for participants, for those who are unable to complete formal education due to school fees, distant schools and other reasons. In this section non-formal education will be very helpful for those who do not have sufficient funds to obtain a formal education. Then another alternative is to enter students into non-formal education. In the other cases appear that there are many technology system used to apply in learning and teaching such as webinar, google class room, gamingfication, and microsoft team. this system will give the appotunity for the teacher to collaborate with the student learning's need.

### Non-Formal Education as flexibility

Non-formal education as a flexibility can be interpreted that non-formal education becomes a flexible education for what students do not get at school. This non-formal education process can be interpreted as companion or guidance in learning, enrichment of material and deepening of material. In the mentoring process, of course, many things can be done to improve knowledge, experience and learning processes that are not limited to time and place. Flexible will be unique to the students to learn, to be, to do, and to life together in the different time, condition and situation.

### Non-Formal Education as Complementary

Non-formal education is a term that formal education requires a complement to non-formal education. The meaning of complement is that students can get additional information from what they have learned in formal schools. Not all of the tasks or materials in school must be implemented in school, of course, these tasks or materials can be done by attending non-formal education. For example, when the teacher explains to students about mathematical formulas, or about graphs, with non-formal education students can develop formulas or strategies that can be obtained more. For example graphics, with the entry of participants in non-formal education, students can see forms and examples or other alternatives to ways, methods,

strategies to make graphics that are easier and more innovative.

### Non-Formal Education as a Requirement

Non-formal education as a condition can also help students to enter the higher education they want. Non-formal education is not only a material deepening and sharpening the competence of students but also has the opportunity to enter the tertiary education they want. It has been proven that many universities provide requirements for prospective new students to have the competency of what they can do. This is important considering the potential that prospective students have to study at this institution. For example, universities make it easy for prospective students to enter higher education, if they have memorized the Quran 15-30 Jus Surat Al-Quran, give a discount for tuition, if prospective students can have the required competencies, and there are also scholarships.

## CONCLUSIONS

Non-formal education is also an alternative education or out-of-school education in flexibility. This non-formal education greatly contributes and benefits students due to the lack of information they receive from formal schools. This non-formal education is also very helpful for teachers and schools in meeting the competencies that the school applies in technology system as the real learning students' need. Then with the presence of non-formal education, during this pandemics, it will make a real contribution in the form of deepening the material and sharpening the competence of students in the form of functions and forgiveness when non-formal education is a substitute, complement, companion and sign to the next chagement.

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### Author's Contributions

All authors discussed the results and contributed to from the start to final manuscript.

### Conflict of Interest

The authors declare that they have no competing interests.

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