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Research Paper

Formal, informal and non-formal education systems

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ABSTRACT

This paper presents formal, informal, and non-formal education systems. Education is likened to a ship and students are the captain, then we do not know where the ship will sail. Similarly, education is steered by students who do not know anything, so it will be difficult for us to know where the process of thinking about educational goals without taking into account the social context. Therefore, formal, informal, and non-formal education is expected to shape students to be better. These three types of education are expected to be able to be a breakthrough in programming the behavior of educated people to become more developed in accordance with the times.

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1. INTRODUCTION

Limited to what can be seen and felt. Such a person is the result of the stimulus-response work pattern of the behaviorists. Education can be observed as the activity of programming the behavior of the educated. Like a person who turns and sets an alarm that will sound at programmed times. In the

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application of education as discussed above, educators are very likely to only make educators (students) as objects, without equipping students with their own creativity to work according to their abilities. In line with the framework of lifelong learning/education, Paul Lengrand (1984) argues that if the education system prepares a person to face modern challenges [1], then the system must get out of the traditional school function, which serves as a warehouse/storage and transmitter of the accumulated wisdom of the past. In the world of education, there are formal (school), non-formal (community/out-of-school), and informal (family) education channels. These three paths by Ki Hadjar Dewantara are called the Tri-center of education, because all three provide a great contribution to the process of human development to achieve perfection in various dimensions. Great contribution to the process of human development to achieve perfection in various dimensions. From the three explanations above, it is clear that all three are closely related to adolescent life, Coobs (1973) in D. Sudjana (2003) distinguishes the three types of education as follows: Formal education is an activity that is systematic, structured, stratified, levels starting from elementary school to college and its equivalent. Schools, which are formal pathways in the education system, have a very large share to contribute to the achievement of national education goals. The curricula used are designed in such a way with various experiments or special studies to formulate them. However, in the educational process applied outside of school (non-formal) also has a very important influence to educate the nation's life, where the program launched is inseparable from the development of talents and interests of each individual [2].

1.1. Definition of Formal, Informal and Non-Formal Education

1.1.1. Formal Education

According to Law No. 20/2003, formal education is a structured and tiered education pathway consisting of basic education, secondary education, and higher education. Axin Suprijanto defines formal education as a deliberate learning activity, both by learning citizens and learning in a school-structured setting. According to Faisal, formal education is school system education. In addition, he also tried to give the characteristics of formal education in more detail, namely [3], standardized formal legality, the level, the length of study, the curriculum package, the management requirements, the age requirements and the level of knowledge of the students, the acquisition and validity of the diploma, the learning evaluation procedure, the sequence of presentation of material and exercises, the attendance requirements, the vacation time, and the educational contribution. Formal education, which is often called school education, is a series of standardized levels of education such as elementary, junior high, high school and university. Formal education is more focused on providing expertise or skills to enter society. In this formal environment, each individual will get a broader education about the guidelines and moral ethics of humanity for their provision in dealing with relationships in society. The third environment that determines the success or failure of individual education is the community environment (Nonformal), this environment requires the application of education that has been obtained by an individual both from the family environment and from the formal environment.

1.1.2. Informal Education

Livingstone (1998) defines informal education as any activity that involves the pursuit of understanding, knowledge, or skills that occurs outside the institutional curriculum provided by educational programs, courses or workshops. Informal learning can occur in any context outside the institution's curriculum. Informal education is also called family education, where education starts from the family [4]. According to Tarakiawan (2001), education that may occur in the family, namely: 1) faith education, 2) moral education, 3) physical education, 4) intellectual education, 5) psychological education, 6) social education, and 7) sexual education. In line with that, according to Abdullah Nashih Ulwan (2001), education in the family consists of: 1) education by example, 2) education by custom, 3) education by advice, 4) education by supervision, and 5) education by punishment (sanctions).

1.1.3. Non-Formal Education

In Government Regulation No 17/2010, non-formal education is education organized outside

formal education that functions to supplement, replace and complement formal education. According to (Coombs & Manzoor, 1985) non-formal education is any organized educational activity organized outside the formal system, either separately or as part of a broad activity, which is intended to provide services to certain target students in achieving learning objectives. The institutions include courses and training institutions (bahasa: Lembaga Kursus dan Pelatihan (LKP)), Community Learning Activity Centers (bahasa: Pusat Kegiatan Belajar Masyarakat (PKBM)), Majelis Taklim and others. Non-formal education is a mechanism that provides opportunities for everyone to enrich knowledge and technology through lifelong learning. Non-formal education is every opportunity where there is regular and directed communication outside of school. In their association in society, individuals must have ethics and manners. From the three explanations above it is clear that all three are closely related to adolescent life, Coobs (1973) in D. Sudjana (2003) distinguishes the three types of education as follows: Formal education is an activity that is systematic, structured, stratified, levels starting from elementary school to college and its equivalent [5].

1.2. Functions of Formal, Informal and Non-Formal Education

From the three existing characteristics of education, there are functions that can be utilized when this education program is carried out. There are also functions of when the nature of education is as follows.

a. The function of formal education can be described as a means to train children's academic abilities, build a social spirit in friendship, train critical thinking, and help children find their identity or ideals.
b. The function of non-formal education is to develop the potential of students with an emphasis on mastering functional knowledge and skills and developing professional attitudes and personalities.
c. The function of informal education can be said to function as a means of building closeness between children and parents who are the first madrasah for their children. From when the function of education above, we can conclude that education has its own role and function.

However, in essence, education obtained both formally, informally, and non-formally has similarities in taking a role to support the growth and development of children's thinking. So, we must provide and instill these three characteristics of education in our children [6].

1.3. Components of Formal, Informal and Non-Formal Education

According to PH Combs (1968), there are 12 components of education, namely goals and priorities, learners, management or management, structure and time schedule, teaching content and materials, teachers and implementation, learning aids, facilities, technology, supervision, research and costs [7].

The following are the components of education:

a. Goals and priorities are the function of directing activities. This is information on what the education system will achieve and the sequence of its implementation.
b. Learners, whose task is to learn and are expected to experience a process of behavior change in accordance with the objectives of the education system.
c. Management plays a role in coordinating, directing and assessing the education system.
d. Structure and time schedule is a component whose function is to organize the division of activities and time.
e. Teaching content and materials are components that describe the breadth and depth of subject matter that students must master.
f. Teachers and implementation are the people who provide learning materials and organize the learning process for student.
g. Learning aids, which create a function that makes the educational process more varied and interesting.
h. Facilities, which are the place where learning activities occur.
i. Technology, is a component that facilitates and improves the results of the educational process.
j. Quality supervision, a component that functions to foster education regulations and standards.
k. Research, is the function of improving and developing science.

l. Cost, is a component whose purpose is to facilitate the educational process.

Of the 12 components above, if we observe more clearly, in formal education it is clearly the same in general components. However, if we look at informal education the components that must be in it are teachers or parents, children, tools, facilities, and others. While the components of non-formal education are not far from it all, it's just that the implementation of this education is more about going down directly by mingling with other communities [8].

1.4. Differences between Formal, Informal and Non-Formal Education

One of the most basic differences in the three characteristics of education is the environment or place of implementation of the learning process provided. The following are the differences in the environment of the three characteristics of education.

a. School. Formal environment (school) is an environment where individuals gather with other individuals in a place of learning / school.
b. In Formal Environment (Family). Environment (family) is an environment or gathering place for individuals with other individuals in one family. The family is a primary grouping consisting of a small number of people due to consanguineous and blood relations.
c. Non-formal environment (community) is an environment or place where individuals gather with other individuals in one environment, either in one village or with other villages. Of the three environments that support the process of running this education, it will definitely affect the lessons learned. Both in terms of academic, non-academic, social science learning, and also kinship.

1.5. Synergy of Formal, Informal and Non-Formal Education

The Islamic perspective itself has the principle that education is the recognition and acknowledgment of the proper places of everything in the order of creation so that it leads to the recognition and acknowledgment of the proper place of God and His existence [9]. Through education man must know his place in the human order, namely his position and living conditions in relation to himself, his family, his people, his community, and his environment society. He must know the relationship between the creation and the creator who applies the Qur'anic criteria of intelligence, knowledge and virtue [10]. In formal education, a school or madrasah can be a pillar of good and successful Islamic education if supported by all components in the school. One of the main components in schools is teachers [11], especially Islamic Religious Education teachers. Islamic Religious Education teachers have a fairly heavy task, because in addition to being a teacher he is also an educator. As a teacher of Islamic Religious Education teachers must be able to be a good teacher and professional in their field. Thus, the teacher as an educator must be able to become a real supporter of the truth of religious and educational ideals so that he in the eyes of students becomes the personification of what he teaches. Abu Hurayra reported that the Messenger of Allah, may Allah bless him and grant him peace, said, "I was sent to perfect good character." In addition to teacher factors, schools must also create a conducive environment for teachers and students so that the learning and education process can run well, and the internalization of Islamic teachings can be instilled optimally to students. In addition to the above supporting factors, schools must have clear rules or regulations and be implemented seriously. In addition, in non-formal education [12], Muslim Nurdin (1993) states that from an early age children have been instilled with noble values in order to be able to become a good person in the future. The provision instilled from parents aims for children to have sensitivity to the surrounding environment. The goal of education in the family will be achieved when parents also learn to be responsible for their actions so that all aspects of learning can be received by children properly. As a characteristic of Islamic children's education, the formulation of educational goals refers to and rests on the laws of Islamic teachings.

2. CONCLUSION

From the presentation of the material above, we can conclude that education has a very important urgency to give birth to a knowledgeable generation. Education is the main foundation in navigating this

competitive life. Planting education from an early age, is a component that must be done by educators to educated. Formal education in the form of education in schools, is an effort to educate the nation's children who are included in the ideals of the nation that must be realized. Not only that, the role of parents in providing assistance at home, in order to teach family values is also very much needed. So that children have much more mature knowledge. This can be realized by adding non-formal education by teaching children to socialize in the community. Thus, children can learn more about the sciences of life. Both at school, home, and the social environment.

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Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Deti Elice	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	
Andino Maseleno		✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Agus Pahrudin	✓	✓	✓		✓		✓		✓		✓	✓	✓	✓

C : **C**onceptualization
M : **M**ethodology
So : **So**ftware
Va : **Va**lidation
Fo : **Fo**rmal analysis
I : **I**nvestigation
R : **R**esources
D : **D**ata Curation
O : Writing - **O**riginal Draft
E : Writing - Review & **E**diting
Vi : **Vi**sualization
Su : **Su**pervision
P : **P**roject administration
Fu : **Fu**nding acquisition

Conflict of Interest Statement

The authors declare that there are no conflicts of interest regarding the publication of this paper.

Informed Consent

All participants were informed about the purpose of the study, and their voluntary consent was obtained prior to data collection.

Ethical Approval

Not Applicable.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

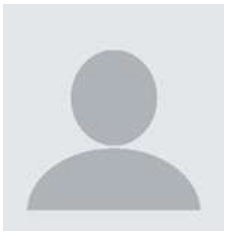
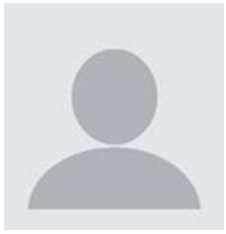
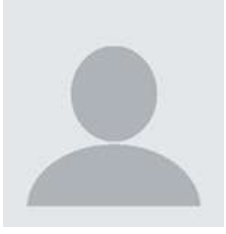
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