FORMING CHARACTERS OF EARLY CHILDREN IN NONFORMAL EDUCATION UNITS

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ABSTRAK

ABSTRACT

Early Childhood Education which is a form of non-formal education by emphasizing the laying of the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio emotional (attitudes and behavior as well as religion), language, and communication, in accordance with the uniqueness and stages of development that are passed by early childhood. Therefore, Early Childhood Education plays an important role in children's education. Through Early Childhood Education, children can be educated by their teachers with clear methods and curriculum. They can play and channel their energy through various physical activities, music, or hand skills. Can learn to interact interpersonal and intrapersonal. They can gradually be introduced to letters or reading, the environment, agriculture and even industry. The introduction is not excessive, because the delivery is adapted to the world of children, namely the world of play so that the learning process is fun. Children often express their ideas and feelings through play, so that when they feel enjoy and happy with what is taught, it will automatically benefit their development.

Keywords: Early childhood education, Non-Formal Education

INTRODUCTION

The chaotic world of Indonesian education, is actually a very alarming reality. The high cost of education which is not necessarily accompanied by a significant increase in quality, certainly raises a big question mark about the orientation of education that is actually being achieved. Ironically, when several neighboring countries continue to strive to improve quality in the education sector, many parties in this country actually place education as a commodity that has a high selling value. It is not surprising that when many parties pursue education in terms of quantity, it certainly creates various logical consequences such as the neglect of the quality of education.

Worse yet, we have also been aware that many graduates of formal education do not have the specification of expertise needed by the world of work. Responding to this condition, Paulus Wisnu Anggoro, Director of the UAJY-Delcam Traning Center, said that many of the industry's clients were complaining about the limited skills possessed by college graduates, so that inevitably a fresh graduate must be trained from the beginning again. This is a waste for the company as a user of college graduates.

Indonesia is experiencing a human resources crisis which actually stems from the poor quality of the education being carried out. To deal with the crisis, the education system needs help from all sectors of domestic life and in some cases, also requires resources outside national borders. Education requires funds, but the education budget is difficult to increase. Education requires resources, especially the best national human resources to improve quality, efficiency, and productivity. Education requires infrastructure and facilities, good and

better teaching material. In various places, education also requires food for hungry students so that they are ready to learn. Above all, education requires things that cannot be bought with money, namely ideas and courage, decisions, new desires to know one's abilities that are strengthened by a desire to change and experiment (Coombs, 1968: 15). In connection with the phrase "education system", it was further revealed that the education system not only refers to the level and type of formal education such as vocational, general and specialization schools, but also the whole programs and systematic processes of education outside of formal education that is known as non-formal education . The education system in which there are formal and non formal education activities has a number of inputs, which are processed to obtain outputs to meet certain objectives. Referring to the education system further revealed that education is thus a process that interacts with its environment. The output to be produced from an education system is determined by the desired goals of the environment or society. Educated humans should be equipped to serve the community and take care of themselves as individuals and members of the community, economic workers, leaders and innovators, citizens and citizens of the world and cultural donors. For this reason, education must be able to improve basic knowledge (intellectual knowledge) intellectual and manual skills (manual and intellectual skills); power of reason critism (reason / criticism); values, attitudes and motivation (values, attitudes and motivation); power of creativity and innovation (creative power and innovation); cultural appreciation (cultural appreciation); sense of social responsibility (social responsibility);

and understanding of the modern world (understanding the modern world).

DISCUSSION

The environment which functions to produce educated individuals (educational individuals) is not only the family environment which is also called the first environment, the school environment which is also called the second environment, but also the community environment which is also called the third environment. (Purwanto, 1986: 148). The important role of education in the third environment is known as the community or non-formal education because humans are social creatures. As social creatures, humans are part of various groups in society, both on their own and intentionally. Humans are themselves part of the family, city, country and religious groups. But there are also groups that are deliberately entered such as sports associations, trade unions, cooperatives, political organizations, arts associations and others. Through these groups non-formal education is carried out. Non-formal education can be a complement to formal education, especially if associated with limitations caused by the crisis.

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, intelligence, noble character, and the skills needed by themselves, society, nation and country. In line with that, the national education system must be able to guarantee equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management in accordance with the changing demands of local, national and global life so that a renewal of education must be planned, directed and continuous.

The implementation of non-formal education (PNF) is an effort in supporting the expansion of access and improving the quality of education services for the community. The types of services and PNF learning units are very diverse, which include: (1) life skills education, (2) early childhood education, (3) equality education such as Packages A, B, and C, (4) literacy education, (5) women's empowerment education, (6) vocational education and job training (courses, internships, business learning groups), and (7) other education aimed at developing students' abilities.

In such a situation, the meaning behind the phenomenon of the emergence of non-formal educational institutions is actually more willing to provide a new space of awareness to the community, that educational efforts are not merely activities to achieve certification or legality. More than that, education efforts are actually an activity of absorbing and internalizing knowledge, which in the end is expected to bring an increase in the standard of living for individuals and society in various aspects.

Another advantage offered by non-formal educational institutions is actually the flexibility of time they have. Aside from being able to be run unitedly, non-formal education can be carried out alongside formal education. Not surprisingly, non-formal education institutions have recently grown rapidly, directly proportional to the high level of community interest in this type of education. Not only that, non-formal educational institutions also have the opportunity to produce workers who are ready to use. This is evident from the many non-formal educational institutions such as ADTC and Macell Education Center (MEC) who are ready to channel their best graduates to various partner companies. This is an offer that should be considered amid the difficulty of finding employment as it is today.

Antonius Sumarno (2001: 98), also said that the emergence of non-formal educational institutions such as language training institutions for example, actually not only serves to prepare themselves in facing competition in the era of globalization. At least with the mastery of foreign languages, individuals will be facilitated in absorbing various knowledge which is currently almost all the latest references are only available in foreign languages. Furthermore, these advantages can also expand individual opportunities to capture various opportunities. Amazingly, there are also non-formal educational institutions that not only equip graduates with knowledge, but also equip attitudes of independence that encourage the creation of opportunities for entrepreneurship. This is clear evidence of efforts to strengthen the real structure of the economy of the community which later declined. While many people are confused about finding work, many graduates of non-formal educational institutions create jobs. But behind all the advantages and variations of available non-formal educational institutions, the foresight of the community in choosing non-formal educational institutions as a vehicle to hone skills and prepare themselves in the face of competition is important to be maintained. The simplest indicator is how much is the suitability of the training field offered by non-formal educational institutions with interests and fields that we are currently working on.

The goal, of course, is that the expertise gained from the training of non-formal educational institutions can go hand in hand and complement each other's interests and the world we are in, and increase our competitive advantage. Furthermore, carefulness in choosing also functions so that the financial investment that has been invested is not wasted because the current program is "stopped in the middle of the road".

Non-formal education is expected to overcome various life problems. As revealed by Buchari (1994: 27): "What should we do, so that the non-formal educational activities we carry out really bring meaningful progress, namely progress that is greater than the swelling of various problems encountered, and is no less also the rapid pace compared to the rate of progress achieved by other countries. " Education through the community environment or non formal education has various names, such as adult education, continuing education, on-the-job training, accelerated training, farmer or worker training (training workers or farmers), and extension services (additional educational services) and are considered a shadow system.

The implementation of non-formal education can be seen the difference in the case of industrial countries and developing countries. In developed countries like Europe and North America non-formal education is seen as further education for one's life. Lifelong education is very meaningful in advancing and changing society for three reasons: (1) to get a job; (2) maintaining the availability of trained workers with new technology and knowledge needed to continue productivity; (3) improving the quality and comfort of individual lives through cultural enrichment by utilizing free time. In this perspective, further education for teachers has a strategic meaning, if they fail to provide them with up-to-date knowledge, they will "provide education yesterday for tomorrow's generations".

In developing countries, non-formal education plays a role in educating so many farmers, workers, small businesses and others who have no time to go to school and may not have the skills or knowledge that can be practiced for themselves and for the development of their nation. Another role is to increase the ability of people who have qualifications such as teachers and others to work in the private and government sectors, so that they work more effectively. In Tanzania the non-formal role is to save education investment from those who have graduated from school or dropped out of secondary school, but do not get a job, by giving them specific training (Coombs, 1968: 143). In Indonesia non-fornal education includes adult education which aims to make the Indonesian people know the letters; can fulfill his obligations as an adult; make use of all available livelihood sources; develops dynamically and strongly; and grow on the basis of national culture. The goals that have been outlined on the education map since December 27, 1945 by BPKNIP (Poerbakawatja and Harahap, 1981: 270) still have relevance until now especially in dealing with globalization.

The initial concept of Non-Formal Education emerged around the end of the 60s to early 70s. Philip Coombs and Manzoor A., P.H. (1985) in his book The World Crisis In Education revealed that education was basically divided into three types, namely Formal Education (PF), Non-Formal Education (PNF) and In-Formal Education (PIF). Specifically for PNF, Coombs defines it as an activity that is organized outside the established schooling system, is it carried out separately or the most important part of a broader activity is done intentionally to serve certain students to achieve their learning goals.

The same explanation is also found in Law No. 2 of 1989 concerning the National Education System (SPN), where it is explained that education is held in two channels, namely the school path (formal education) and the outside school path (PNF and PIF). In the amendment of the Law on SPN which was updated to Law Number 20 of 2003, the terms of school education and non-school education channels changed to the PF, PNF and PIF systems. "In this law it is explained that PNF is an educational channel outside of

PF that can be implemented in a structured and tiered manner. Whereas PIF is a path of family and environmental education, "explained Syukri (1997: 34).

In Law Number 20 Year 2003, Article 26 paragraph 1 explains that Non-Formal Education is held for citizens who need education services that function as substitutes, additions and / or complementary PF in order to support lifelong education. Furthermore in paragraph 2 explained Non Formal Education functions to develop the potential of students (learning citizens) with an emphasis on mastering knowledge and functional skills as well as developing professional attitudes and personalities. While in paragraph 3, it is stated that Non-Formal Education includes life skills education; early childhood education programs; youth education; women's empowerment education; literacy education; vocational education and job training; equality education; and other education aimed at developing students' abilities.

Judging from the education unit, the implementation of Non-Formal Education consists of courses; training institute; study groups; Community Learning Activity Center (PKBM); majelis taklim; and similar educational units (article 26 paragraph 4). Besides that, in Article 26 paragraph 5, it is explained that courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop the profession, work, independent business and / or continue their education to a higher level. The results of literacy education can be valued on a par with the results of the PF program after going through an equalization assessment process by an institution appointed by the government or regional government with reference to the SPN (article 26 paragraph 6).

CONCLUSION

Early Childhood Education (PAUD) is very important and fundamental because it is upstream in the development of human resources. The golden period in the growth and development of children only occurs once in human life starting from birth until the age of eight years. Research in the field of neurology revealed that the development of children's intelligence 50% occurred in the first four years and then reached 80% until the age of eight years and finally 100% at the age of 18 years.

Children who are in the early age range who receive educational intake is still very minimal. Children aged 0-6 years amounted to 26.09 million, but those served in PAUD in the formal education pathway (TK / RA) are only about two million children so the role of non-formal education in helping to overcome these problems is very important and urgent.

The lack of early childhood education services is due to several factors including: (1) lack of public awareness of the importance of education in early childhood; (2) there are still limited and uneven distribution of PAUD services in the community, especially in rural areas. For example, the growth of TK, KB / RA, and TPA in urban areas is faster than in rural areas; (3) the lack of government support in the implementation of early childhood education.

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