STUDENT AND FACULTY OF ENGAGEMENT IN NONFORMAL EDUCATION

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ABSTRAK

ABSTRACT
Actual education applies in association between adults and children. Education in the association between adults and children. Intercourse between adults and adults is not called association education (pedagogical association) because in that association adults accept and take responsibility for their own influence. Pedagogical association exists only between adults and children (people who are not yet mature). However, we must remember that not every association between adults and children is educational. Many relationships and relationships are neutral in nature, which are pedagogical, for example, parents ask to take glasses not because they intend to educate, but because they themselves are reluctant to take. For example, a person who propaganda to sell obscene books to children cannot be called a pedagogical association.

Keywords: *pedagogies; students; adults;*

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and intelligence needed by themselves and the community. education is also an attempt to organize knowledge to add more knowledge that previously did not know to know.

In the process of not knowing becoming know, humans experience a series of learning processes. Starting from the first learning that comes from the micro environment that is the family environment, then switches to school and in the end they will apply their knowledge in the community environment, all of that is one element of education, namely the educational environment. In this process humans always interact and mingle with others in the educational environment. In this interaction there is a process of mutual influence between people with one another so that it will cause a certain educational association situation. This association of education certainly only occurs between adults and children.

Therefore, we here will try to study about matters regarding the association of education, the educational environment, the position of humans as educational creatures, and our authority as educators.

PROBLEM STATEMENT

Regarding Discussion of Problems we try to focus and narrow the problem in the form of questions that are leading to this material. The Problem Formulation that we are trying to formulate is as follows:

1. What about the educational associations?
2. What is a good and conducive education environment like?
3. How to determine our authority as educators?
4. What is our position as educated beings?

DISCUSSION

A. Need as a Place of Educational Phenomenon or Educational Situation

Humans as social creatures. Humans are social creatures. In this association each person performs certain social actions, so that there is mutual influence between human beings against other humans.

Types of relationships.

Based on the culprit, association can be divided into three types, namely;

a. Intercourse between adults and adults.

b. Association between adults and children (people who are not yet mature)

c. Relationships between children and children.

Social situation.

In each type of association contained a certain situation, namely a situation that has a specific form and purpose of the association concerned. From the experience of daily life, it can be concluded that two kinds of situations are:

a. A normal social situation or social situation is not an education.

b. Educational situation.

The phenomenon of education is in association. All relationships include the phenomenon of education (the situation of education) but the phenomenon of education (the situation of education) is essentially within the association

B. The Phenomenon of Education Taking Place in the Association of Adults with Children.

According to M.J. Langeveld (1980: 20) that "the environment in which we see the phenomenon of education carried out exists in the association of adults with children". So, education or educational activities will only take place in the association between adults and children (people who are not yet mature).

C. Characteristics of Educational Relations.

Not every association between adults and children contains an educational situation, so that not every association between adults and children can be classified into education.

Adult influence on children is said to educate only if the action or influence is given intentionally and is positive. That is, that influence is consciously created or given by adults to children; other than that the contents of the action or its influence is to help the child to be sufficiently capable of carrying out his own life's tasks or directed towards achieving adulthood. In line with this statement, M.J. Langeveld (1980: 20-21) suggested the existence of two social characteristics in the context of education, namely:

a. That in association trying to

influence

b. The influence comes from adults who are shown to children to reach maturity.

D. The Possibility and Nature of Changes from an Ordinary Interaction into an Educational Situation.

The usual social situation at a certain time can be changed to an educational situation. Conversely, at a certain time the educational situation can turn into ordinary social situations. "The association was as if provided to enable the emergence of symptoms of education and ... who at all times are also willing to" save back "the symptoms of education" (M.J. Langeveld. 1980: 29).

1. The nature that must be fulfilled in changing ordinary social situations into educational relationships. According to M.J. Langeveld (1980: 30-31) there are two characteristics that must be considered if educators will change the ordinary social situation into an educational situation, namely:

a. Fairness (fair)

The need for fairness in changing ordinary social situations into educational situations should be done naturally so that students do not seem clear and intentionally felt, even though the actual changing of social situations is intentionally created by educators. In these circumstances the child is usually barely aware that the ongoing social situation has turned into an educational situation, so that the child receives the educator's influence naturally as well.

b. Firmness (firm)

The need for assertiveness in changing ordinary social situations into educational situations. Strictly speaking, the intention here must show the clarity of the difference between knowledge, attitudes, values, and actions that are right or good with wrong or not good.

2. Trust as an educational technical requirement. M.J. Langeveld (1980: 33) states that "relationships based on trust are a technical requirement for education".

3. Educational environment. In general, the educational environment is divided into 3 types namely;

a. Informal education environment (family)

b. Formal education environment (School)

c. Non-formal education environment (community)

4. The nature of education. Educational association whose purpose, content, mode, and educational tools are not in accordance with the nature, dignity and values of humanity cannot be called education. Therefore it is stated that education is normative. In addition, that in order to act in the association of education, educators must pay attention and consider the personal aspects of students. Educators must also consider that students not only grow and develop so that they have a tendency to become "big", but also "incapacity and dependence" that requires foster care.

EDUCATION RESPONSIBILITIES AND RESPONSIBILITIES

A. Educational Authority.

In relationships between children and children the educational situation might not arise, because in that association there would be no relationship based on authority. The authority of

education is the personal strength of educators who are recognized and accepted consciously and sincerely by students, so that with their freedom the students want to obey the positive influence of their educators.

B. Determinants of the authority of educators.

According to M.J.Langeveld (1980: 40-65) preformance with students, the authority of education will be determined by various factors, namely:

a. love towards students

b. the belief that children will be able to mature

c. maturity

d. identification of students, and

e. educational responsibility.

C. Determinants of obedience of students to educators in authority relationships.

M.J. Langeveld (1980) explains that the obedience of students to educators will be determined by the following factors:

a. the ability of students to realize "myself / me" and understand language.

b. students' trust in educators

c. identification

d. imitation and sympathy

e. freedom of children to determine their attitudes, actions, and future.

D. Transfer of the bipolarite responsibilities of authority and their implications for educational boundaries.

a. Transfer of responsibilities in education.

In the situation of education that takes place in the association between educators and students, initially the responsibility lies with educators. But along with the development of children in reaching maturity, gradually that responsibility must be transferred by educators to students. If educators do not transfer responsibility to their students, and if students do not seek to accept or usurp the responsibilities they must bear, then students will not reach maturity.

b. Bipolarite Authority.

Authority is bipolarite or in a polair tension (M.J. Langeveld, 1980: 61). That is, on the one hand educators demand obedience from students, on the other hand educators recognize that students must be able to stand on their own.

c. Implications of authority and responsibility for educational boundaries.

There are two reasons regarding the necessity of authority in the association of education:

1. If authority does not exist, then an order, invitation, guidance, and other actions from the educator will be obeyed by the child only on the basis of "the influence of the child's attachment to his educator". Therefore students will never become adults, they will remain uneducated.

2. If authority does not exist, then the obedience of the child will occur thanks to the child's understanding of his own experience. If this is the case it means that the child is able to stand alone (already an adult), and this is contrary to the actual condition of the child.

Based on that reason, M.J. Langeveld (1980: 60-61) argues that "the existence of authority creates the possibility of adults providing assistance to people who are still immature", therefore "authority is an absolute requirement for education"

 EDUCATION ENVIRONMENT

The environment is everything that exists outside the individual self. The environment can be divided into two types, namely the natural environment and the socio-cultural environment.

The educational environment is a place with the socio-cultural conditions and conditions that exist where the association of education takes place. Broadly speaking, the educational environment is divided into 3 types, namely:

1. Family

In the strict sense of the family is a social unit consisting of two people (husband and wife) or more (father, mother and child) based on marriage ties. While in the broad sense the family is a social unit based on blood relations or heredity, which consists of several families in the narrow sense.

a. Types of family

According to Kamanto Sunarto (1993: 159-160) families can be distinguished in various forms, namely:

• Based on membership
• Based on his line
• Based on the holders of authority
• Based on the form of marriage
• Based on its socioeconomic status
• Based on wholeness

b. Family function

The family has various functions, including biological functions, economic functions, educational functions, religious functions, socialization functions, recreational functions, orientation functions etc. Peter Murdock (Sudardja Adiwikarta, 1988: 67) suggests four universal family functions, namely:

• As a body that justifies sexual relations between adult men and women based on marriage.
• Develop offspring
• Carry out education
• As an economic unit

c. Parents as the bearer of responsibility for children's education

One family function that is universal is to carry out education. In this case parents are the bearers of educational responsibility for their children. People who act as educators for children in the main family are father and mother.

Man is confronted with the fact that he must continue his existence (existence). In essence, human beings must become human beings whose ideas are from God, which is known to be through religious teachings, which is revealed by Him, sourced from others and not even from the human culture itself. Ideal humans are people who have and are able to realize their full potential optimally, so that they have faith and devotion to God, have good character, are healthy and smart, have feelings, are willing, and are able to work; able to meet their various needs naturally, able to control their desires; personality, sociable and cultured.

Ideal human is called as a human who has reached maturity. So that it can be said that the human necessity is to become an adult or to reach maturity.

B. Human Existence and Development are Open

1. Human Existence is Open

Humans are open means that in their existence human beings are creatures that have not finished holding himself. He must plan and continue to strive to "realize" what he had planned, to become a certain individual according to his choice (existence).

2. Human development is open

Bloc has put forward the theory of retardation (the theory of slowdown and development). His theory shows that animal development is specialized (closed), whereas human development is not specialized (open). Humans are open means that humans have a variety of potentials to be able to become humans, for example: the potential to have faith and devote to God, the potential to be able to do good, the potential for creativity, taste, intention.

C. Humans as Beings That Need Help

In the course of his life, human children still have to learn to "live", while that implies the existence of dependency and the need for children to obtain assistance from adults. For human children, instinct, lust, and all the potential is not enough to be able to directly live and deal with life and to be able to overcome all the problems and challenges in his life. To be able to realize all of its potential, human children have a dependency on adults.

D. Humans as Creatures That Need to be Educated and Need to Educate Themselves

Man has not yet finished being human, he is burdened with the necessity to be human, but he does not automatically become human, to become human he needs to be educated and educate himself. "Humans can become humans only through education," concluded Immanuel Kant in his educational theory (Henderson, 1959). This statement is in line with the results of the M.J. study. Langeveld who gives identity to humans as "animal educandum" or animals that need to be educated and educate

themselves (M.J. Langeveld, 1980)

4 The principle is the reason why humans need to educate.

1. Man has not finished making himself

2. Man's necessity to become an adult human

3. Human development is open

4. Humans as creatures born helpless, have dependency and need help

E. Humans as Educated Beings

N. Drijakarya S.J. (1986) states that humans have or in the form of dynamics (humans as dynamics), meaning humans never stop always in activity, both in physiological and spiritual aspects. Dynamics have a horizontal direction (towards others and the world) and transcendental direction (towards the Absolute). Because of that human dynamics implies that he will be educated.

Humans (students) are essentially social creatures, he lives together with each other. This will be the relationship of mutual influence where each individual will receive the influence of other individuals. Therefore, sociality implies that humans will be educated.

5 anthropological principles that underlie the possibility of humans being educated, namely:

1. Principle of Potentiality

2. The Principle of Dynamics

3. Principle of Individuality

Principles of Sociality

F. Educational Limits

1. Education Boundary Problems

As stated by M.I. Soelaeman (1988: 42-51) concerning the limits of education there are two problems, namely:

1. Educational limits

2. Limits on the possibility of

getting an education or being educated

2. Types of Educational Boundaries

Educational boundaries can be divided into 3 types, namely:
1. Lower education limit
2. The upper limit of education
3. Educational boundaries with regard to students' personalities.

3. The lower limit and the upper limit of education

The lower limit is when students know authority, which is around the age of 3.5 years. The upper limit of education is when educational goals have been reached or when children reach maturity.

4. Educational boundaries relate to personal students.

Educational practice should be carried out with due regard to and consideration for students.

CONCLUSION

The God's creatures are personal creatures as well as social, moral, and religious beings. The natural nature of human beings as personal, social, moral, and religious beings must be developed in a balanced, harmonious, and harmonious manner. It is important to realize that humans only have meaning in relation to other humans in society. Humans have a meaning of life properly if there are other humans. Without another human being or without a social life, a person cannot conduct his life well.

In order to improve the quality of life, humans need education, both formal, informal and non-formal education. In reality, humans show that education is self-guidance that has been going on since primitive times. Educational activities occur in parent and child relationships.

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