



**DEVELOPING THE NONFORMAL EDUCATION OF LEARNING
IN MUHAMMADIYAH UNIVERSITY OF ENREKANG**

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ARTICLE INFO	ABSTRACT
<i>Article History</i>	<p>This research is motivated by three things: (1) The learning process in schools that prioritizes the cognitive aspects that lead to convergent patterns and thought processes, while the creative thought processes, affective and psychomotor aspects receive less attention. (2) Increasing technological progress and increasing population and decreasing supply of natural resources are very demanding of the ability to adapt creatively and expertise to find creative solutions. (3) There are very few creative Indonesians found, so many unemployed people are very dependent on the available employment. They are not able to create their own jobs. There are three classic problems faced by the world of education in Indonesia in the development of creativity that have not been resolved to date, namely: (1) Lack of clear vision, mission, and goals of implementing creativity education, (2) The preparation of the curriculum is not in accordance with the expectations and needs of students such as the preparation materials, learning methods, learning media, and evaluation systems, (3) Teaching staff and facilities are inadequate, both in terms of quality and quantity. To overcome the three problems above the quality of the learning process needs to be improved, both the quality of the program and the quality of its implementation. In an effort to improve this, the managers of educational institutions need to look for strategic steps that include the preparation of learning programs and efforts to increase the competence of lecturers in an effort to develop student creativity. Likewise lecturers need to design components of the learning process that can develop student creativity which includes the design of the learning environment, student activities, learning methods and media, and evaluation techniques of learning outcomes. The program that has been prepared must be implemented in accordance with the design. Then it is evaluated to determine the level of success, obstacles encountered and the steps to solve them. This qualitative research aims to examine and analyze the effectiveness of the implementation of the learning process in the development of creativity in Non-formal Education Study Program at the University of Muhammadiyah Enrekang. This study uses a case study approach, considering the object under study consists of one unit or one unit that is seen as a case. Data were collected by observation, interview and documentation study techniques. The population of this study was 9 lecturers and 72 non-formal education students, while the sample of this study was 5 lecturers and 42 fourth grade A students determined by purposive sampling with the consideration that class B had not been effective in the lecture process. The results of this study concluded that the implementation of class A class IV semester of Non-formal Education Study Program tends to experience positive development and has obtained good results in the effort to develop student creativity. The indicators are shown in: (1) increasing PNF students working, (2) increasing passing grade grades and lowest UAS assessed as odd semester, (3) increasing the average UAS value obtained by grade A students, (4) increasing growth and the development of educational facilities, (5) increasing the achievement of championship achievements in the extracurricular field. From the perspective of empowerment the results of this study have implications for the development of a broad learning process that is the emergence of a shared awareness among education managers and lecturers that the lecture process is not only for transferring knowledge, but also developing all the potential of students, including the creative potential of students. Specific implications for the development of student creativity are the emergence of awareness of education managers and lecturers to evaluate and reorganize their programs and performance in order to improve the quality of the learning process.</p> <p>Keywords: <i>Nonformal education; students;lecture;</i></p>
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PENDAHULUAN

Indonesia is one of the nations in the world that cannot be separated from the rapid influence of the development of science and technology. That influence demands progress and sophistication in the way of thinking of Indonesian people as agents of development in the country. The multidimensional crisis that has plagued Indonesia over the past five years has resulted in many problems that have arisen which require resolution in an effort to maintain Indonesia's existence in the world arena.

This effort is in line with the objectives of national education in an effort to improve the quality of human beings, namely people who are able to play an active role as agents of renewal and development of national and international life. In the 1999-2004 GBHN it was stated that "national education aims to develop the quality of human resources as early as possible in a directed, integrated, and comprehensive manner through various proactive and reactive efforts by all components of the nation so that the younger generation can develop optimally accompanied by the right of support and protection in accordance with its potential. "One barometer of the success in realizing human resources is characterized by increasing the quality of knowledge, attitudes, and skills that are more dynamic and independent in the life of society,

nation and state with the demands of life that are balanced and harmonious in the national and international order. The implication of that goal requires quality human beings to be able to solve their life problems independently, so that they can contribute in creating a just and prosperous Indonesian society. Strategies to bring people up to quality of life can be done with a coaching approach simultaneously and professionally.

Increasing of the technological progress and increasing population and decreasing supply of natural resources, which has been exacerbated by the emergence of various natural disasters and monetary crises in Asian countries since 1997, strongly demands the ability of this nation's creative adaptation and expertise in finding creative solutions. Alfian in his article entitled "The Socio-Cultural Aspect of Creativity and Innovation in Development" states that "through human or community creativity will be able to give birth to ideas about a better quality of life. Creativity allows humans to have a vision

DISCUSSION

Definition of Creativity

The term creativity comes from English, which is to create, which means to create, cause, and make. From the word to create creativity noun is formed which means creativity¹⁸. In the Big Indonesian Dictionary, creativity is defined as the

ability to create, inventiveness, creative matter, and creativity. Muhammad Abdul Jawwad etymologically interpret creativity by bringing up something new without any previous example.

In terms of creativity has many meanings as stated by the following figures: Sudarsono defines creativity as the ability to create or the ability to reach solutions / solutions that are completely new, original, and imaginative to problems that are understanding, philosophical, aesthetic or otherwise.

Something that is created does not need anything new at all, but is a combination (combination) of things that already existed before. What is meant by data, information, or elements that exist, in the sense of pre-existing, or previously known are all the experiences that a person has gained during his life. This includes all the knowledge he has gained, both while at school and what he has learned in the family and community. Clearly, the more experience and knowledge a person has, the more it is possible for him to use and use all these experiences and knowledge to concern himself creatively.

Creative thinking or divergent thinking is defined by the ability - based on data or information available - find many possible answers to a problem, where the emphasis is on the quantity, accuracy and diversity of answers. The more possible answers that can be given to a problem, the more creative a person is. Of course the answers must match the problems. So not only the number of answers that can be given, but also the quality of the answers.

Joyce Wycoff defines creativity by seeing things that other people around us also see, but making

connections that are unthinkable by others.²⁸ Creative means being able to find new and useful solutions. Creative people bring new meaning or purpose in a task, find new uses, solve problems, or provide added value or beauty. Therefore, both being a housewife and writer, people can be creative. Creativity is beneficial, both for parents who take care of their children, an artist who is painting, and an entrepreneur who is creating new products.

Developing students' creativity includes cognitive, affective, and psychomotor aspects. Cognitive development, among others, is done by stimulating fluency, flexibility, and authenticity in thinking. Affective development, carried out by fostering attitudes and interests to creatively busy themselves. One of the things that determines the extent to which a person is creative is its ability to be able to make new combinations of things that already exist.

Creative people can make a variety of objects using materials - existing materials, whether they are still in use or used. The works superior to the minds of scientists and inventors basically is not something completely new, but a combination of ideas or pre-existing elements. Their creativity lies in success form new combinations of things that already exist become something meaningful and useful. That's all because creative people have freedom of thought and action. Freedom comes from oneself, including the ability to controlling yourself in finding alternatives that make it possible to actualize the creative potential it has. Joyce Wycoff²⁹ stated that most studies show four characteristics of creative people, namely creative people dare to face new

challenges and are willing to face the risk of failure. They are curious to know what will happen.

The characteristics of creative people can also be seen from their ability to think. Creative people are able to think creatively. Fuad Nashori and Rachmy Diana Mucharam³² stated that there are several characteristics of the ability to think creatively, namely:

Fluency of thinking is the ability to produce lots of ideas that come out of one's mind quickly. In the smooth thinking that is emphasized is quantity, not quality. Flexibility, which is the ability to produce a number of ideas, answers or questions that vary, can see a problem from different perspectives, look for alternatives or different directions, and be able to use a variety of approaches or way of thinking. Creative people are people who are flexible in thinking. They easily leave the old ways of thinking and replace with new ways of thinking and elaboration, namely the ability to develop ideas and add or detail the details of an object, idea, or situation so that it becomes more interesting.

Regarding the flexibility of thinking Guilford states that creative people are flexible people in thinking. They can leave the old ways of thinking and replace them with new ways of thinking easily. Therefore, Guilford then predicts the existence of flexibility or flexibility as one of the factors that characterizes creativity. There are two more specific forms of thinking flexibility, namely spontaneous flexibility and adaptive flexibility. The difference between the two is in the spontaneous flexibility of people remain flexible even though it is not required to be flexible, whereas in adaptive flexibility people will be

flexible because the environment demands so.

The ability of elaboration in daily life can be known when someone explains something to others becomes more detailed, easier to understand and more interesting which includes the understanding, parts, causes, and consequences of something.

What is meant by originality or authenticity is the ability to come up with unique ideas or the ability to come up with original ideas. If there is an idea or work produced by someone that did not exist before, then the idea or work can be seen as something original. To find out someone's ability to produce original ideas can be given an unusual stimulus and demanded that they respond.

Affective characteristics

1. Curiosity Curiosity is defined by always being driven to know more, asking lots of questions, always paying attention to people, objects, and situations, and being sensitive to observations and wanting to know. The behaviors that appear in curiosity are questioning everything, happy exploring books, maps, pictures, etc. to find new ideas, do not need encouragement to try something that is not yet known, use all five senses to recognize, not afraid to explore new fields, wants to observe changes, and wants to experiment with mechanical objects.

Imaginative in nature Imaginative is defined by being able to demonstrate or imagine things that have never or never happened and use imagination, but know the difference between fantasy and reality. The behavior that appears in the imaginative nature is to think or imagine things that have not or never happened, think about what if doing

something that has not been done by others, predict what will be said or done by others, have a hunch about something that has not happened, see things in a picture that no one else sees, and make stories about places that have never been visited or events that have never been experienced.

Feeling challenged by plurality
Feeling challenged by pluralism is defined by being compelled to overcome difficult problems, feeling challenged by difficult situations, and more interested in difficult tasks. As for the behavior that appears in the attitude of feeling challenged by pluralism is to use difficult ideas or problems, involve yourself in multiple tasks, be challenged by situations that cannot be predicted, find solutions without the help of others, do not tend to look for the easiest way, try to continue continuously to succeed, search answers that are more difficult than accepting the easy ones, and enjoy exploring more complicated paths.

Dare to take risks
Dare to take risks that are defined by boldly giving answers even though they are not necessarily correct, do not fear failure or criticism, and do not become hesitant because of ambiguity, unconventional or lack of structure. As for the behavior that appears in a risk-taking attitude is daring to defend his ideas despite criticism, admit his mistakes, dare to accept a difficult task even though there is a possibility of failure, dare to ask questions or raise problems that are not raised by others, not easily influenced by others, do things that are believed even though some people don't agree with it, dare to try new things, and dare to admit failure and try again. The Value of Respect
The value of valuing is defined by being able to value guidance and

direction in life and valuing developing abilities and talents. As for the behavior that appears in the nature of respect is respecting the rights of oneself and others, respecting one's own self and achievements, valuing the meaning of others, valuing family, school, and friends, valuing freedom but knowing that freedom requires responsibility, knowing what who is truly important in life, appreciates the opportunities that are given, and is happy with the rewards given to him.

Factors That Influence Creativity
Education is a shared responsibility between the family (parents), school and community. All three educational environments are influential in children's development, including in terms of creativity.

a. School environment

By entering the school education environment, a child will experience various changes. He must obey the demands of the new authority figure, namely the teacher. He was acquainted with and associated with many children his age. For the time being he must separate from his family. All of that will have a big impact on a child's attitude and behavior.

Teachers in schools have a very important role in the intellectual, emotional and social development of students. The teacher helps the formation of values in students, such as life values, moral values, and social values. The teacher also plays a role in determining learning objectives, choosing learning experiences, determining methods, and teaching strategies and most importantly being a model of behavior for students.

The role of the teacher does not only have an impact on student achievement, but also has an impact on students' attitudes towards school and

learning in general. The teacher can foster curiosity, motivation, self-esteem, and creativity in a student. Even teachers can have more influence than parents because teachers have the task of evaluating students' work, attitudes, and behavior.

Regarding the teacher's role in the development of S.C. student creativity Utami Munandar argued that teachers can practice knowledge and technical skills in specific fields, such as language, mathematics, or the arts. Teachers can also teach creative skills such as how to think about problems in a creative way or techniques to bring up original ideas. These skills can be taught directly, but are best delivered through examples

CONCLUSION

The best way for teachers to develop student creativity is to encourage intrinsic motivation. Intrinsic motivation will grow if the teacher becomes a model for intrinsic motivation by expressing freely their curiosity, interests, and personal challenges to solve problems or do assignments and allow children to be autonomous to some extent in class.³⁷

Students who are given autonomy show more intrinsic motivation and are not tense in following the learning process. However, direction from the teacher for students who are given autonomy is still very much needed. Students who are in an unsupervised condition but are directed to achieve the best results, they show interest, but do not feel pressured or tense, and their performance is good.

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