Learning in social media on Education Nonformal Department: Literature Review

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Abstrak

Tujuan dari penelitian ini adalah untuk mengkaji dasar-dasar filosofis dan teoritis dari pendidikan non-formal (NFE) dan menjelaskan statusnya saat ini sebagai kekuatan pendidikan yang signifikan di era postmodern. Alih-alih sebagai "kegiatan ekstrakurikuler" atau "pendidikan tambahan", NFE telah berkembang menjadi sebuah perusahaan global di bidang pendidikan. Namun, NFE belum diteliti sebagai strategi pengajaran yang berdiri sendiri. Menargetkan individu dari segala usia dan kemampuan membaca, NFE mempertanyakan gagasan pendidikan yang sudah mapan. NFE berdampak pada kehidupan dan perilaku individu serta masyarakat luas. NFE juga telah mempengaruhi pendidikan formal, yang telah memasukkan banyak teknik pedagogis dan anggapan teoritisnya.

Kata kunci: Pendidikan Nonformal, Pendidikan, Pendidikan Formal

Abstract

The objective of this research is to examine the philosophical and theoretical underpinnings of non-formal education (NFE) and to explain its current status as a significant educational force in the postmodern era. Instead of being "extracurricular activities" or "supplementary education," NFE has grown into a global enterprise in education. It hasn't, however, been researched as a stand-alone teaching strategy. Targeting individuals of all ages and reading abilities, NFE questions established notions of education. It has an impact on individuals' lives and conduct as well as society at large. It has also influenced formal education, which has incorporated many of its pedagogical techniques and theoretical presumptions.

Keywords: non formal education, Pendidikan, Pendidikan Formal

Introduction

Since the middle of March 2020, the government of the Republic of Indonesia has established a policy encouraging learning and employment from home through the ministries of education, culture, and religion. The growth of information and communication technology (ICT) has compelled campuses to innovate and adapt their approaches to education, one of which is the use of distance learning. Online education is a different learning method that can be used in the Covid-19 emergency. Online learning is instruction delivered using internet networks that are open, flexible, and allow for a range of possible learning interactions. The delivery of knowledge can be completely changed by the use of the internet and multimedia technology, which also offers a more flexible learning environment.

Mobile devices that can be used to access information anywhere and anytime, such as smartphones, tablets, and laptops, are required for online learning in its implementation. In the field of education, the usage of mobile technology plays a significant role in achieving distance learning objectives. Additionally, a variety of media can be employed to help incorporate online learning. For instance, online classes employ the platforms Google Classroom, Edmodo, and Schoology as well as instant messaging programmers like WhatsApp. Online education is even possible through social media platforms like Facebook and Instagram.

Many universities, notably the Universitas Muhammadiyah Enrekang (UNIMEN) in Indonesia, are compelled to switch from face-to-face lectures to online distance learning because of the country's inadequate infrastructure. On the other hand, today's pupils use the internet extensively throughout the day. They use Facebook, Instagram, YouTube, online games, and other platforms to blog, download, and post files that are in the form of text, sound, photographs, or movies. To put it another way, pupils coexist with this technology. In parallel, tertiary institutions' learning practices have shifted towards a student-centered and community-based learning model. As a result, many professors are now using digital technology, particularly social media, into the teaching and learning process to improve the quality of learning and student satisfaction.

Recently, there has been a lot of discussion about social networking sites like Facebook, Instagram, and Youtube in the academic world. While an increasing number of educators applaud social networking's potential to (re)engage students with their studies, others worry that such tools could jeopardize and disrupt their participation in

"traditional" educational opportunities. The curriculum for higher education stipulates that courses come in a variety of forms, including theoretical courses, practicum courses, theoretical and practical courses, and practical work subjects. The extent to which the established learning objectives can be fulfilled as envisaged must be taken into account when evaluating the efficacy of learning activities.

Effectiveness in general demonstrates how well established learning objectives were attained. In order for a learning programmed to be effective, it must be able to successfully deliver students to achieve predetermined instructional goals, offer an engaging learning environment, actively engage students in the learning process, and have facilities that facilitate both teaching and learning. Students' enthusiasm in learning activities can be used to gauge effectiveness. A measurement of the degree of success of a learning process is the efficacy of teaching strategies. The methods and auxiliary resources must also be considered while evaluating the learning program's efficacy, in addition to the student achievement level. Its efficiency in online learning is expected to be equivalent to learning through face-to-face delivery mode.

Students and instructors are required to undertake teaching and learning activities using online tools including video conferencing software, email, and online social media during online learning. WHO advises preventing activities that could result in large gatherings in order to stop the spread of Covid-19. This necessitates a reassessment of traditional classroom instruction before it can be put into practise. The scenarios used to teach must be able to reduce physical contact between students and lecturers or between students and other students. During the learning process, students and lecturers might be in different locations thanks to the usage of digital technology.

In order to stop the spread of Covid-19, online learning has been developed at UNIMEN in Indonesia. Learning software and virtual class services have been used, which can be accessible through social media using the internet network. Students are generally happy with the flexibility of how lectures are conducted. Because they can choose their own schedule and location for lectures, students are not under time pressure. Through online education, instructors deliver lectures via virtual courses that can be viewed from any location at any time. This enables students to pick whichever.

Social media-based online distance education can help students become more independent learners. Students who learn without the direct supervision of professors must independently research the course materials and assignments they are assigned.

Reading encyclopedias, articles from the internet, scientific journals, and having conversations with peers via instant messaging programmed are some of the activities done. Online instruction is more student-centered in order to foster a sense of responsibility and independence among its users. Students must organize, assess, and plan their own learning for online courses while also keeping their learning motivation high. In conclusions, Online learning has its own set of difficulties. Since lecturers and students are at different places while studying, lecturers are unable to directly observe what students are doing during lectures. There is no assurance that the pupils would actually pay attention to the lecturer's explanation. Compared to in-person lectures, students fantasy more often in online courses.

Method

Research and development is the research methodology employed by the investigator. Interactive digital textbooks for media courses and educational materials for the Nonformal Education Department are the outcomes of this project. The ADDIE development model (Analysis, Design, Develop, Implement, and Evaluate) is used in this work. The ADDIE development model states that it can be applied in a way that can be altered to meet the needs of research.

Descriptive, evaluative, and experimental methodologies are among the approaches utilized in the study and development of Android-based interactive digital textbook products. In order to gather information regarding the current situations, a descriptive research methodology was employed in the initial study. The trial procedure for creating textbook products was assessed using the evaluative approach, and the viability and usefulness of the final product were tested using the experimental method.

Result and Discussion

In this study, development research is carried out using the development-oriented ADDIE methodology (Analyze, Design, Development, Implementation, Evaluation). The many stages of this inquiry are explained in the sections that follow.

Analyze: In non-formal educational settings, researchers collect data on the target audience during the analysis phase. This entails being aware of their requirements as well as their current knowledge, abilities, and socioeconomic situation. Identification of the community's developmental possibilities and problems is the main goal of development-oriented research, which aids in the design of educational initiatives that are specifically suited to meet these needs.

Style:

In the design phase, a comprehensive strategy for the educational program is created based on the analysis. The program is guaranteed to be in line with the community's objectives and stated needs thanks to development-oriented design. It entails creating curricula, teaching resources, and educational activities that are pertinent to the context and sensitive to cultural differences. To build a program that promotes individual and community development, researchers collaborate closely with educators and community people.

Evolution:

The resources and instructional materials are developed during the development stage. Development-oriented material makes sure that principles like social responsibility, community involvement, and sustainable development are promoted in addition to teaching information and skills. Researchers work in tandem with educators and content creators to create educational resources that are inclusive, captivating, and encourage constructive social change in the neighborhood.

Put into Practice:

The community is introduced to the educational program during the implementation phase. Ensuring that the program is accessible to all, particularly marginalized or vulnerable groups, is the main goal of development-oriented implementation. While keeping an eye on the implementation process, researchers collect information on community involvement, learning outcomes, and participation rates. During this phase, the program must also be modified as needed in response to continuous feedback and observations.

Analysis:

The educational program's impact and efficacy are evaluated during the evaluation phase. Beyond conventional performance metrics, development-oriented evaluation looks at how the program advances people's general personal and community development. Scholars employ both qualitative and quantitative methodologies to assess modifications in behaviors, attitudes, abilities, and knowledge. Additionally, they evaluate how the program affects community development metrics like higher employment, better health, or stronger social cohesiveness.

Researchers can make sure that non-formal education programs significantly contribute to the sustainable development of individuals and communities by incorporating development-oriented principles into each

phase of the ADDIE methodology. This will enable the programs to meet the needs of the individual participants and provide them with the tools they need to make positive social change.

When using the Analyze, Design, Development, Implementation, and Evaluation (ADDIE) approach in non-formal education, a combination of qualitative and quantitative techniques is usually used to obtain research results. Researchers can use a variety of methods to collect and evaluate data at every phase of the ADDIE process, as follows:

1. Evaluation:

Surveys and Questionnaires: To gain insight into the target audience's needs, preferences, and current knowledge, structured surveys can be administered. Quantitative information from questionnaires is available for statistical analysis. Focus groups and in-depth interviews: These methods enable researchers to acquire qualitative insights by examining participant expectations, experiences, and difficulties. Rich, contextual data is provided by these strategies. Direct observation in the community gives academics unique knowledge about the surroundings, interpersonal relationships, and difficulties that the community's members endure.

2. Style:

Expert Consultation: During this stage, professionals with knowledge of community development, curriculum design, and non-formal education may be consulted. Their observations are helpful in creating a curriculum that is in line with the objectives and needs of education. Tests help to improve the content.

4. Put into Practice:

Training and Capacity Building: Teachers, community leaders, and facilitators who will be participating in the implementation get training sessions. Their knowledge of the curriculum and instructional strategies is improved through workshops and training sessions.

Active participation is fostered by interactive seminars, workshops, and hands-on activities. Surveys and group discussions are regular feedback techniques that aid in gauging participant experience and involvement.

5. Assessment

Pre and Post-Assessments: Quantitative information on learning outcomes is obtained by assessing participants' abilities and

knowledge both before and after the session. The efficacy of the educational intervention is demonstrated by comparing the outcomes of the pre- and post-assessments.

Case Studies: Detailed case studies of specific individuals or communities offer qualitative information about how the program has affected their life.

Prototyping: Creating test versions of instructional materials and exercises enables stakeholders to provide early input. This iterative procedure guarantees the design's usability and practicality.

3. Evolution:

Content Creation: The curriculum is the basis for the creation of instructional materials like pamphlets, films, interactive multimedia, and internet resources. Instructional designers apply design principles to content makers to guarantee efficacy, clarity, and engagement. Pilot Testing: Before a full-scale implementation, any problems or adjustments that need to be made are found through a small-scale use of the created materials and activities. Response from the pilot. To learn more about the unique difficulties faced by women in entrepreneurship and agriculture, researchers hold focus groups, interviews, and field surveys in rural areas. They list the resources, abilities, and knowledge that are

currently available. Additionally, they evaluate the cultural and socioeconomic elements affecting women's involvement in agriculture. The program is created to meet the needs that have been discovered based on the study. Modules on market access, financial literacy, sustainable farming methods, and leadership are all part of the program. In order to guarantee inclusivity and cultural relevance, designers work in conjunction with community members and local experts. The infrastructure and resource availability in rural locations is also taken into account in the design. Resources and instructional materials are developed to complement the curriculum. This comprises graphic manuals for farming methods, financial management tools, case studies of prosperous female farmers, and instructional videos. Training local facilitators who can properly conduct the program for the participants is another aspect of development. Training programs provide these facilitators with the requisite information and abilities. A few chosen remote villages are where the initiative is being run. To make classes accessible to women, they are held in nearby schools or community centers. Throughout the implementation phase, women engage in group discussions, field trips, and hands-on activities during frequent interactive sessions. Influential people and local

community leaders participate to foster a supportive atmosphere and promote involvement. The program is evaluated continuously to gauge its effectiveness. Quantitative information is gathered, such as the rise in crop yield or income levels. Notable qualities is acquired through testimonies and interviews, evaluating shifts in self-assurance, capacity for making decisions, and involvement in the community. Researchers also keep an eye on the emergence of firms and initiatives led by women in agriculture. The number of women who successfully use the knowledge they have gained to enhance their farming methods and make money is how the program's success is measured. Through the application of the phases of Analysis, Design, Development, Implementation, and Evaluation in this non-formal education program, educators and researchers can craft a customized and meaningful learning experience for women living in rural areas. This strategy guarantees that the program meets the unique needs of the community, offers pertinent and interesting content, and eventually produces favorable results in terms of community development and women's empowerment.

Conclusion

Based on the findings and results of the research, a number of important aspects can be emphasized in the conclusion of a study that focuses on the use of the Analyze, Design, Development, Implementation, and Evaluation (ADDIE) methodology in non-formal education. The study comes to the conclusion that the success of non-formal education initiatives depends critically on a comprehensive needs analysis. It is crucial to comprehend the unique needs, difficulties, and goals of the target population. It makes it possible to precisely personalize educational activities, guaranteeing their relevance and optimizing their impact. The study highlights how important it is to establish programs that are contextually appropriate and culturally sensitive. The effectiveness of the planned curriculum is increased by incorporating community values, comprehending cultural quirks, and involving local stakeholders. Culturally appropriate resources and instructional strategies increase student interest and foster a feeling of empowerment. among the students. According to the research, non-formal education promotes holistic development when it is used with the ADDIE methodology. These programs improve participants' life skills, social awareness, and community involvement in addition to their academic understanding. This all-encompassing strategy addresses the various needs for development while promoting individual development and communal cohesiveness. The study

concludes by emphasizing how the methodical use of the ADDIE methodology in non-formal education is both a successful and transforming strategy. It emphasizes the significance of customized, community-driven educational programs in solving a variety of development concerns. It also empowers individuals, strengthens communities, and makes a substantial contribution to the overall socio-economic development.

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