

SYSTEMATIC LITERATURE REVIEW (SLR) COMMUNITY PERCEPTIONS OF THE IMPORTANCE OF NON-FORMAL EDUCATION

Siti Muslimah Solehati

Department of Non-Formal Education, Faculty of Teacher Training and Education

Sultan Ageng Tirtayasa University

2221210042@untirta.ac.id

ABSTRACK

Community perception is the assessment or view of a group of people in an environment how the community views, assesses, and interprets something. Perception can be done from the point of view or perspective of the community towards an object. The object in question here is how important non-formal education is. This research aims to find out how people perceive the importance of non-formal education. The method used in this research is the Systematic Literature Review (SLR) method. Data for the literature study was collected with the help of 5 journals obtained through Google Scholar with about the last 5 years. Based on the literature study, it was found that people's perceptions of the importance of non-formal education vary. Some people are aware of non-formal education and some are not. Although some know about non-formal education, not all understand the concept of non-formal education.

Keyword: Non-Formal Education. Perception. Society.

INTRODUCTION

Non-Formal Education (PNF) is education that is carried out outside the scope of the school education system, whether institutional or not and does not have to be tiered, and is sustainable. According to Kurniawan (2018), PNF is a new method in the world of education. This is because the implementation of learning is different from formal education. According to Adikusumo (1986), PNF is an opportunity for someone to get knowledge information, training or guidance according to age, improve skills, and many others. PNF is not limited by age, for those who want to continue learning in meeting the needs of life. Everyone can participate in non-formal education, such as children who do not get the opportunity to study in Formal Education, children who drop out of school, the elderly, illiterate people, and people who improve their skills.

Indonesia is a country that is experiencing a downturn when it comes to all aspects of life which has an impact on the prolonged multidimensional crisis in all fields, one of which is the low level of education. Efforts to increase the Human Development Index (HDI), need to be done by increasing Human Resources (HR) through equal distribution of education, and completing the handling of public education that has not yet taken formal education. In this case, education plays an important role in educating the nation's life and developing quality, advanced and independent human resources. This is because education is a field that is the main key to improving the quality of human resources in order to make Indonesian people smart and have skills for their lives in the future. That way, all aspects of life that are in a slump can be handled through the field of education.

Public knowledge about non-formal education is still fairly low, because many people are less familiar with PNF or even do not recognize it at all. Some people think that PNF is something new to hear and not important to know. Currently, programs in PNF have been realized in the lives of the community, but the community is not yet aware of this. The community's view of education affects the progress of an educational process. One of the things that affects the realization of things that become the educational process is perception. According to Sobur (in Solina, 2017), perception is an assessment or view of how someone views, assesses or interprets something. Perception means an individual's point of view or perspective on an object. Perception can affect a person's decision-making process. If a person's perception of an object is good or positive, then the decision to be taken will be in line with what is perceived, and vice versa.

RESEARCH METHODOLOGY

The method used in this research is the Systematic Literature Review (SLR) method, the SLR method is a research method carried out by identifying, analyzing, evaluating, and interpreting all previous research results that have been obtained by researchers. The results of previous research will be reviewed by researchers by systematically reviewing and identifying the selected research articles. According to Triandini et al (2019), to use the SLR method, researchers must identify and review several journals which are carried out systematically and follow steps in accordance with the use of the SLR method. This is done to provide answers to questions that arise in certain studies (Latifah & Ritonga, 2020).

When collecting data, researchers used 5 journals related to community perceptions of the importance of non-formal education. The journals obtained were national journals from Google Scholar totaling 5 and were reviewed from 2019 to 2024. The journals used were then analyzed and tabulated in a table containing the name of the researcher, year of publication, journal and results of the study. The content of this journal is a discussion of several articles that have been reviewed and compared and then a conclusion is drawn. The results of this literature study will be used as a foothold in analyzing community perceptions of the importance of non-formal education. To what extent is the community's knowledge and understanding of non-formal education. SLR in this study is useful, among others, for: (1) mapping different approaches from across disciplines for the same topic; (2) combining different theoretical perspectives; (3) comparing research methods used to answer the same research question.

The results of this study can be used as an alternative to the development of new theories for the existing theory of public perceptions of the importance of non-formal education. The steps in the research, namely determining the formulation of the problem in the form of community perceptions of the importance of non-formal education Next is determining keywords, the search process, the criteria for the selected articles, and the analysis of the selected articles. Next is determining the criteria for the literature to be reviewed, which includes: (1) Journal literature published in the last 5 years (2019-2024), (2) contains elements of public perception and non-formal education in the title, and reviews public perceptions of the importance of non-formal education in general. Access used to search for articles reviewed using a data base from Google Scholar with a span of the last 5 years. The keywords chosen were community, non-formal education and perception.

RESULTS AND DISCUSSION

Result

The results of the study are shown in two tables containing the journals from which the literature review was conducted. Table 1 presents the research results which include the year of

publication, journal name, and type of publication. From the findings obtained, non-formal education is one of the hot topics to be studied. This is evidenced by the writings published in Google Scholar indexed journals in the last 5 years. 5 journals found were published in Google Scholar indexed journals.

Table 1 Indexed Journal Publications

Year	Journal Name	Number of Articles	Issue Type
2024	Journal ANCIQA: Aktual, Nation, Cendekia, Ibtidaiyah Qurrota A'yun	1	Google Scholar
2023	Journal of PLS Study Program, Nusa Cendana University	1	Google Scholar
2023	Student Journal of Community Empowerment (SJCE)	1	Google Scholar
2022	Diction: Journal of Education and Literacy	1	Google Scholar
2021	Tambusai Journal of Education	1	Google Scholar

After the presentation of table 1 which explains the year of publication, journal name and type of publication, table 2 contains the author's name, research method and findings related to community perceptions of the importance of non-formal education. Table 2 shows that there are people who know and do not know what is meant by non-formal education. Not only that, although some people know about non-formal education, there are also people who consider non-formal education unimportant or unnecessary and some who consider it very important.

Table 2 Authors, Research Methods, and Findings

No.	Authors	Research Methods	Findings
1.	Aulia, M., Hernanda, A. S., Jayyin, S. L., & Solihah	Qualitative Descriptive	- There are different perceptions of early childhood education in Cimindi village. The community is familiar with early childhood education, but some consider it unimportant and others consider it important. However, most consider early childhood education to be very important. This is also supported by the government in Cimindi village, which strives for the optimal implementation of early childhood education, one of which is by routinely socializing to the community regarding the importance of early childhood education.

-
2. Kosapilawan, R. S., Makleat, N., & Mardani, A. S. Qualitative Phenomenological Study - Community perceptions in Oematnunu village are good because some people know about non-formal education. The community knows that non-formal education is a package school for illiterate people and school dropouts. Some also say that non-formal education is an activity outside school or extracurricular activities and includes education for children with special needs (SLB). However, the concept of understanding non-formal education is still lacking, due to lack of information and lack of curiosity even though PNF programs have been implemented in Oematnunu village.
-
3. Anu, Z., Dai, Y., Duludu, U. A. T. A., Isa, A. H. Qualitative Phenomenological Study - Community perceptions in Limbatihu village show that they still do not know about non-formal education. This is because the lack of knowledge about non-formal education is due to the background factor of parents who dropped out of school and did not go to school.
-
4. Mauliza, E. Qualitative - Community perceptions in Gampong Village can be said to be good because people know about non-formal education and think that non-formal education is very important. This is supported by the community thinking that non-formal education functions to improve skills and can help people learn to read and write.
-
5. Bartin, Marisa, Sunarti, V., T., & Correlational Quantitative - The perception of the community in Kapalo Banda village is not good. This is due to the lack of knowledge about non-formal education and the lack of efforts to fulfill educational needs, so that people do not develop, do not have skills and do not have broad knowledge.
-

DISCUSSION

Community Perceptions of the Importance of Non-Formal Education

Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms that occur around. Perception has such a broad meaning, concerning both internal and external. Every human being tends to see the same object in different ways. This difference can be influenced by many factors, including knowledge, experience, and perspective. Perception is also related to different ways of using the sensory organs we have and then trying to interpret them. Perception is the result of the brain's work in understanding or assessing something that happens around.

A society is a group of people who live together. They produce culture and have a common territory, identity, habits, traditions, attitudes, and a feeling of unity that is bound together. A group of people can be said to be a society if the human gathering must be many not a gathering of animals, reside for a long time, and there are laws or rules that govern them towards common interests and goals.

The 1945 Constitution explains that it is the duty of all levels of society and government to realize the ideals of the nation, one of which is to educate the nation's life in order to advance the country and create human resources. Without exception, the role of the Pasilian village community, which is part of Indonesian society itself, is to be able to compete and face the challenges of the times.

Non-formal education is one of the educational pathways outside formal education that is carried out in a structured and tiered manner (Law Number 20 of 2003). According to Coombs and Ahmed (1974, in Mustofa Kamil, 2011: 11), non-formal education is education whose organized activities are held outside the formal education system, held separately or become an important part of a wider system in providing special services to students and helping identify learning needs to suit their needs and achieve their learning goals.

Indonesian people still have a very low perception of the importance of non-formal education for their future and a better life. Non-formal education is not a priority for them and they assume that it is not important. On the other hand, there are also many people who have not planned carefully in terms of non-formal education, because non-formal education is not really an important need for Indonesian people.

This shows that Indonesians do not give much thought and interest in non-formal education. The lack of interest in education is due to several reasons, such as lack of public awareness, early marriage, and economic factors. One of the problems in the field of education is also the lack of teaching staff who are truly competent in their fields of expertise (Ahmad Tholabi Kharlie et al, 2018).

CONCLUSION

Community perceptions of the importance of non-formal education vary. Some people know about non-formal education and others do not. Although some know about non-formal education, not all understand the concept of non-formal education. This is due to several factors, such as the lack of information related to non-formal education, lack of curiosity, lack of socialisation about non-formal education, and programs that have not run well so that they have not reached the community. This is also motivated by people who do not consider education a priority or important thing to do. Due to the lack of interest in education, the community also does not know much about non-formal education. People put education aside because they think they can make money with jobs without education. In addition to the lack of awareness, early marriage, dropping out of school and the economy factor into the lack of knowledge about non-formal education.

SUGGESTION

The results of the research show that community perceptions of the importance of non-formal education cannot be said to be good, so it is hoped that the government's response to making decisions and designing programs or activities appropriately, efficiently and effectively related to improving low education. Not only that, it is expected that the education office, local education observers, and non-formal education managers can socialize and improve the programs that have been implemented to be closer to the community and minimize the lack of knowledge of non-formal education.

LITERATURE

- Adamy, M. (2016). Textbook of Human Resource Management Theory Practice and Research. Ljokseumawe: Unimal Press.
- Asriani, R. W. & Yasmir. (2023). Community Participation in the Success of the Package B Equivalency Education Program in Cermin Alam Village. *Journal of Social Administration and Humanities (JASIORA)*, 7(2).247-261.
- Dai, Y et al. (2023). Family Perceptions of the Importance of Non-Formal Education in Limbatihu Village, Boalemo Regency. *Student Journal of Community Empowerment (SJCE)*, 2(2). 2828-9927.
- Dini, Y. R. (2018). The Next Generation in Pasilian Earth. UIN Syarif Hidayatullah Institute Jakarta.
- FoEh, J. & Suryani, N. K. (2019). Human Resource Management Practical Applicative Review. Bali: Nirla Cakra.
- Hernanda, A. S., et al. (2024). Community Perceptions of Early Childhood Education: A Descriptive Study in Cimindi Village, Cigugur District. *ANCIQA Journal: Actual, Nation, Scholar, Ibtidaiyah Qurrota A'yun*, 1(1).
- Karwati, L. (2015). Community Perceptions of the Community Learning Center Program (PKBM) Gema Tawang District Tasikmalaya City. *Journal of Empowerment*, 4(2).2252-4738.
- Kosapilawan, R. S et al. (2023). Community Perceptions of Out-of-School Education Phenomenological Study of the Oematunu Village Community Dusun 03 RT 005 RW 006 West Kupang District. *Journal of PLS Study Program, Nusa Cendana University*, 3 (2). 2828-5069.
- Kuntoro, S. A. (2006). Nonformal Education (PNF) for Social Development. *Scientific Journal of VISI PTK-PNF*, 1(2).
- Makhsus. (2014). Community Perception of the Importance of 12 Years Formal Education. Syarif Hidayatullah State Islamic Institute Jakarta.
- Marisa et al. (2021). The Relationship between Parents' Perceptions of Non-Formal Education and Efforts to Fulfill the Educational Needs of School Dropouts in Kapalo Banda Village, Lubuk Sikaping District, Pasaman Regency. *Tambusai Journal of Education*, 5 (1). 1723-1731.

- Mauliza, E. (2022). Perceptions of Farming Communities towards the Implementation of Out-of-School Learning Programs. *Diction: Journal of Education and Literacy*, 1(1). 2829-9191.
- Rosmilawati, I. (2017). The Concept of Learning Experience in Transformative Perspective: Between Mezirow and Freire. In *Proceedings of the National Seminar on FETT Education*, 1(2).
- Sherly, N et al. (2020). Efforts to Increase People's Mindset towards the Importance of Educational Equality in Indonesia. *Pro sudung of the National Seminar on Indonesian Language and Literature*. Jakarta: Indonesian Language and Literature Study Program, Faculty of Education, Universitas Muhammadiyah Jakarta.
- Sutisno, E. (2017). *Human Resource Management*. Jakarta: Kencana
- Taufik, M. (2022). *Community Perceptions of Gender Equality in the Family in Mattiro Ade Village, Pinrang Regency*. Parepare State Islamic Institute
- Yusuf. (2021). *Competency-Based Human Resources*. South Sumatra: CV LD Media.
- Zaman, N et al. (2021). *Resources and Community Welfare*. Medan: Yayasan Kita Tulis.