

THE ROLE OF NON-FORMAL EDUCATION IN IMPROVING THE QUALITY OF EARLY CHILDHOOD EDUCATION THROUGH PLAY GROUPS

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Abstract. Non-formal education (PNF) is basically education that takes place outside the school track (formal education). Non-formal education targets cover all levels of society and are not limited to age, gender, socioeconomic status and previous level of education. Early childhood education plays an important role to build the development of intelligence, attitudes, thoughts and personality in children age through early childhood education (ECE). The method used in this research is descriptive research method. Data collection techniques by conducting review studies of books, literature, notes, and reports that have to do with stored problems. The formulation of the problems raised in this study is limited to how the role of non-formal education programs in improving the quality of early childhood education through playgroups. The results obtained are playgroups as one of the pre-school educational institutions that organize early childhood education on non-formal channels, take over the function of parents to provide early education for their children.

Keywords: Non Formal Education, Early Childhood Education, Play Groups.

INTRODUCTION

Education is an effort by society and the nation to prepare the younger generation for a more sustainable society and nation in the future (Elihami & Syahid, 2018). Sustainability is characterized by cultural heritage and community and national identity. Education must be understood as part of the process of cultivating student subjects, not only the transmission and mastery of knowledge, training and mastery of certain technical skills, but also understood as the growth and development of student material to be a civilized and civilized human being. Republic of Indonesia Government Regulation No. 13 of 2015 concerning the Second Amendment to Government Regulation No. 19 of 2005 concerning National Education Standards In Clause 1 Paragraph (32) it is stated that the State Accreditation Board for Early Childhood and Non-Formal Education, hereinafter referred to as ECE AGENCY and PNF, are Independent Reviewers who determine the eligibility of programs and/or Early Childhood Education units. non-formal with reference to the National Education Standards.

Non-formal education (PNF) is basically education that takes place outside the school track (formal education), whether organized or not, institutionalized or not institutionalized, continuous or intermittent and lasts a lifetime. The non-formal education program that is being built is an interesting thing to study and analyze, considering that its concepts and characteristics are still being debated (Dacholfany, 2018). Several studies and research that often appear include: the condition of teachers and non-formal education, the condition of target students, the development

of non-formal learning programs, the target dropout rate (citizen students), learning program models, the development of teaching material models, standardization, the organization of non-formal educational institutions - formal education, organizations developing learning models, community and government engagement, etc.

Non-formal education targets cover all levels of society and are not limited to age, gender, socioeconomic status and previous level of education. To provide PNF services, reliable support is needed, and Pamong Learning is one of them. In several studies that have been conducted, the role of the mentor has a very influential contribution to the development of the unschooling program. In the national education system there are three channels of education, namely formal education, non-formal education, and non-formal education. All of these educational pathways complement and complement each other (Sudjana, 2001).

Early childhood education plays an important role because the development of intelligence, attitudes, thoughts and personality is formed from an early age. One of the government policies in the field of education to support lifelong education is the recognition of early childhood education (ECE). The first education a child receives is in the family, because it is in this family that the child is educated and guided first, and the child spends more time with the family, so that the child will imitate what he sees, hears and feels. What the child hears and sees will be recorded in the child's brain and will not be lost. Therefore, the family plays a very important role in the character and success of children.

The Playgroup Agency is an educational institution as a second home after family. Playgroup agencies have the same responsibility as families to provide the best possible education for children. The family as the first education and the Playgroup agency as the second education should often communicate in an effort to jointly educate children. Communication between teachers and parents is expected to provide useful assistance for children's growth and development. Agencies need to hold events that involve parents in these activities, one of which is holding a parenting planning event.

RESEARCH METHOD

The method used in this research is descriptive research method. According to Nazir (2013) descriptive research studies the status of human groups, objects, conditions, systems of thought or current events with the aim of making systematic, factual and accurate descriptive of the facts studied. Descriptive method in this study was carried out through a literature review or literature study. Literature study, according to Nazir (2013: 93) data collection techniques by conducting review studies of books, literature, notes, and reports that have to do with stored problems. This technique is used to obtain the basics and opinions in writing which is done by studying various literature related to the problem under study. This is also done to obtain secondary data that will be used as a basis for comparison between theory and practice in the field. Secondary data through this method is obtained by browsing the internet, reading various literature, results of studies from previous researchers, lecture notes, and other relevant sources. According to Sudjana and Ibrahim (2004:64) descriptive research is "research that trying to describe a symptom events that are happening at the moment now".

RESULT AND ANALYSIS

Since the 1990s the world of education has begun to open up to the importance of early childhood education as the earliest education organized from the time children are born until they enter primary education. organized from the time children are born until they enter primary education. Good Early Childhood Education (ECE) is believed to be able to accelerate children's development in the golden period of their development. Ages 4-6 are part of Childhood Education (ECE). This age group is an important sensitive period for children to receive education. Experiences that children gain from the environment, including stimulation provided by adults, will affect children's lives in the future. For this reason, Article 1 Paragraph 14 of Law Number 20 of 2003 concerning the National Education System contains efforts to advance the growth and development of children. An alternative view from Sujiono (2010: 73) is that ECE is tutoring for children from birth to the age of 6 which helps physical and spiritual growth and development by providing educational stimuli to prepare children to continue their education, this understanding

means covering children who are still cared for by their parents, children in landfills (daycare), play groups and kindergartens.

Early childhood education is a mentoring effort designed to stimulate children from born up to the age of 6 to help develop and grow physically and spiritually, preparing children for further education through formal, informal, and nonformal channels (Suyadi, 2013). One example of non-formal education is early childhood education, Early childhood education in non-formal education is in the form of play groups, landfills, or other equivalent forms. based on the Rules Government No. 28 of the 2003 National Education System Law states that early childhood education can be carried out through formal education channels (kindergartens, Raudatul Athfal, or other equivalent forms), non-formal education channels (playgroups, day care parks, or other equivalent forms), informal education channels in the form of family education or education organized by the environment. Therefore, it is only natural that the role of Non-formal and Informal Education includes non-formal and informal education in providing early education services to children who do not receive formal education. In other words, non-formal education is a supporting factor as well as a vehicle for providing early childhood education before pursuing formal education.

Based on population census data for 2000, it shows that out of 26.09 million children aged 0-6 years, the majority (around 17.99 million children or 68.9%) have not been served in preschool education. Kindergartens and Raudhatul Athfal are only able to serve around 2 (two) million children out of 12.6 million children aged 4-6 years. In this case, the role of non-formal education is needed by providing early education services to children who do not receive formal education. the role of non-formal education in improving early childhood education is carried out through several non-formal institutions such as playgrounds. Play groups can develop a child's personality in a positive and directed manner because each play group uses play methods in every approach to students. Playing is seen as a way of education and children can imitate adult life well. Through playing activities children will develop the ability to solve problems, learn to display the emotions they receive and also learn to socialize so that later they are skilled and successful in adjusting to groups of friends (Patmonodewo 2000) : 120-121).

Playgroups as one of the pre-school educational institutions that organize early childhood education on non-formal channels, take over the function of parents to provide early education for their children. Playgroups help children to grow and develop naturally, also help children to increase the capabilities of children's intelligence and assist parents in socializing within children the values that apply in society. Because the child's socialization ability will be very influential on the development of children's social life at the next level. Children's social skills will be better if children receive appropriate guidance in play groups, because in play groups children will learn how to get along with friends peers, educators, and employees and if the child has entered further education. According to BPKB Jayagiri (1994: 13), Playgroups are a vehicle for coaching children aged 3 – 6 years who have the following functions:

1.1 Temporary role replacement

Parents in educating their children. At this time, where parents are busy including mothers, then they hand over their children's education to the play group, because the play group is an organized activity so that it can help growth and development child development

1.2 As place for play activities for children aged 3-6 years. Activity

Playing is done together or in groups under the guidance of or supervision of caregivers who understand the nature, character, needs and technical mastery play for children aged 3-6 years. Playgroup is a place to play for children who feel lonely and bored at home alone, because children feel the need to have friends who can be invited to play in a happy atmosphere

1.3 As an educational institution

Preschool to prepare children to enter further education. Expected on preschool educational institutions such as playgroups (playgroup), children get used to it dealing with a wider social environment outside the family environment. This matter resulting in children who attend education in playgroups more prepared adjust to follow further education

1.4 Foster development

Child completely. In the play group, children are given a number of deep stimulation framework of cognitive, psychomotor, affective, and social development.

CONCLUSION

Non-formal education is an education outside of formal education that is organized to meet the needs of the community and is present as a complement, supplement, and substitute for education that is carried out in schools. non-formal education is aimed at all levels of society so that it does not look at ethnicity, race, age, profession, and all other aspects. according to non-formal education, all human resources from newborns to adults have the right to education, in line with the principle of non-formal education, which is "lifelong education".

In keeping with its definition and function, non-formal education is an important formula to support early childhood education. one of the non-formal education activity programs that play an important role in early childhood education is playgroup institutions. these activity programs can greatly affect children's growth and development, so that children will find their own character and be able to adapt to their world independently.

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