EXPLORING NON-FORMAL EDUCATION: BIBLIOMETRICS ANALYSIS OF THE TERM "NON-FORMAL EDUCATION"

Elihami Elihami[1]
Nonformal Education, Muhammadiyah University of Enrekang
* Corresponding Author. E-mail: [1]elihamid72@gmail.com

Abstract: The issues of open, distant, and technology -based informal learning and non -formal education for individual and social development are discussed in the following article. It claims that these two forms of education, which account for 70-90 percent of lifetime learning, are underrepresented in the open and distance learning and development literature. In order to exhibit their potential and evince quality in their outputs, outcomes, and impacts, significantly more study and evaluation is needed to ensure that new types of supply assume their appropriate position alongside established systems of formal education.

Keywords: Technology; Non-Formal Education; Learning.

Introduction

In Sulawesi, the importance of non-formal education cannot be overstated. This presentation claims that it is extremely relevant and contributes greatly to national development and flexibility in its approaches, which are considered as a means of addressing some of the most pressing global issues confronting Sulawesi's Island. As global issues affect the people culturally, socially, economically and politically, the role of non-formal education becomes very critical in how these issues are addressed. The role of non-formal approaches to adult learning, gender equality, health, sustainable environment and peace and conflict resolution are being widely advocated by both government and non-government organizations in the Sulawesi Island.

Before schooling became established, non-formal education was conducted in Sulawesi. The transmission of information, skills, and attitudes to the next generation is critical to the long-term viability of many Pacific communities. As a result, in many traditional civilizations, the young learnt the knowledge and skills they needed for economic and social survival in a systematic manner. Children and teenagers learn about the gender roles and obligations that are expected of them, as well as the roles and responsibilities that are required of their tribe. The teachers are community members who have a lot of expertise and are well-known.

Children and teenagers learn about the gender roles and obligations that are expected of them, as well as the roles and responsibilities that are required of their tribe. The teachers are community members who have a lot of expertise and are well-known. Non-formal education, in its broadest sense, is not a new notion; it is an educational process that has existed in pre-literate communities. There is mounting evidence to support the assertion that non-formal education is an ancient concept with a new name. Non-formal education is ingrained in the people's lives in Sulawesi Island. This article looks at non-formal education in its traditional setting before delving into the reasons for non-formal education in the Sulawesi Island, its conception, and its contribution to regional needs.

Methodology

This research used qualitative case study to approach the research in order to understand how they Exploring Non-Formal Education, especially in memos, case study is an object to be studied, not a methodological option, researcher can use some variety of research tools to research that object. In this study, the instrument used semi-structured interview to collect the data. The subject of this research consisted five culinary art students with pseudonym from Sulawesi.

The researcher employed a qualitative research approach in this study. To collect data, a semi-structured interview is used as a tool. The participant is gathered in a WhatsApp group by the researcher, who gives them some instructions as a guideline. it is important that you understand the data to the expanse that you are familiar with the depth and breadth of the interview and keep re-checking the original audio recordings to keep the authenticity. The process of transcription would be time-consuming, frustrating, and progressive; therefore, this is the only good way to start acquainting yourself with the data. Following analyzed, the researcher clustered the data into themes to understand the pattern. This step decreases some of ineffectual data to highlight the data into theme. it is necessary to be on the lookout throughout the data transcription and analysis processes for clusters or categories of things that go together. At this stage, researcher must re-focus on the examination at the wider level of themes. Instead focus on codes, wider level of themes will deliver sorting the different codes into potential themes, and ordering all the important coded data extracts below the scope of identified themes.
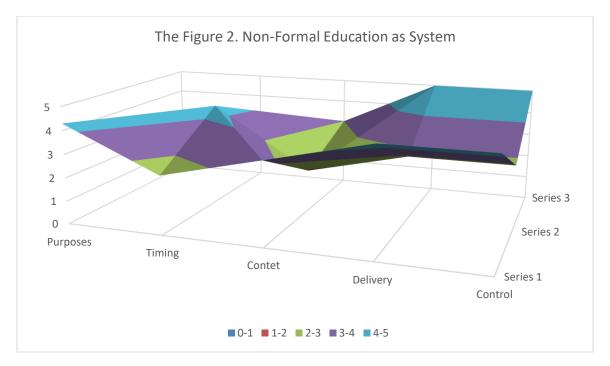
The several early codes may form as main themes, while others may form sub-themes, and others still may be unused. The codes classify a characteristic of the data (semantic content or latent) that looks appeal for examine. Coding is how the most essential element of the raw data, or information that can be assessed in a meaningful way about the phenomenon. The analysis will be taking time to make the data more informative and insightful. "Regardless of the time that you spend on your analysis, it is important to develop the habit of building in opportunities to reflect on your analysis throughout the data coding and interpretation process". The last is to describe about the data. it is essential to consider how it fits into the wider overall story, in relation to your research question or questions, to ensure there is not too much overlap between themes. It is important to provides a concise, coherent, logical, nonrepetitive, and interesting account of the story the data tell – within and across themes. Qualitative research involves collecting primarily textual data and inspecting it using interpretive analysis
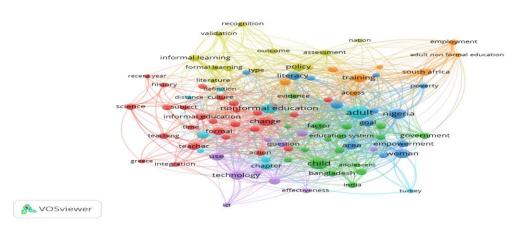

Figure 1. Research Area Mapping
Source: Google Maps

Finding and Discussion

This study used qualitative research to explore Non-Formal Education in learning specialized Non-Formal Education as system. Non-formal Education was created in response to the formal education system's inability to address the majority's learning demands. Non-formal Education is frequently seen as a system that is compared and contrasted to the well-known system of "formal education."
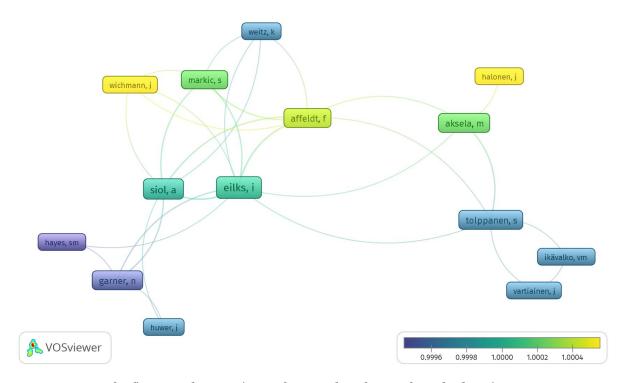
The figure 2 showed that Under five themes, non-formal education was compared to formal education as a system. They are: Purpose, Timing, Contents, Delivery and control. When the formal system fails to give individuals with the skills required by the economic system, Non-Formal Education as System is considered as a less expensive option. In many developing island countries, concerns such as school dropouts and unemployment have prompted the establishment of Non-Formal Education as System training programs.

The figure.3. VOSviewer about Non-Formal Education

The figure 3 showed that the publication years 1967-2021, citation years 54 (1967-2021), papers 980, cites/paper (10.15), authors (1.78), h-index (41), g-index (76), hI, annual (0.65), hA-index (11), hI norm (35), papers with ACC > = 1,2,5,10,20= 288, 143, 46,14,5.
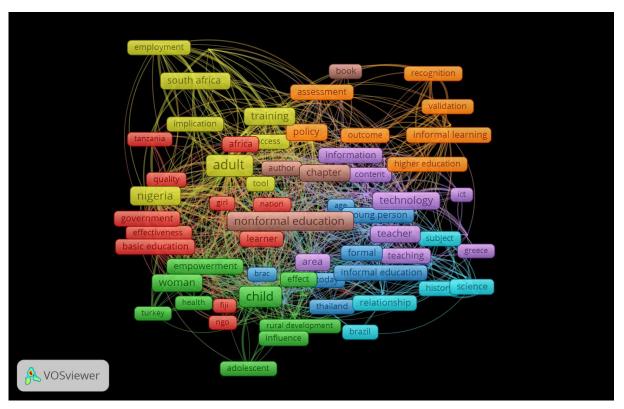

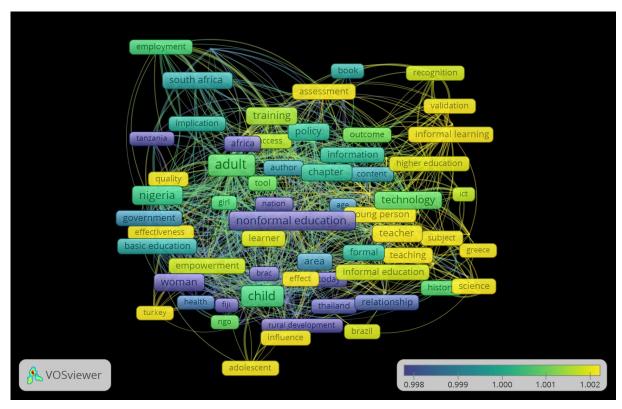The figure 4. The VOSviewer about Authors by Nonformal Education

The figure 3 showed that the publication years 1967-2021 about authors data, citation years 54 (1967-2021), papers 980, cites/paper (10.15), authors (1.78), h-index (41), g-index (76), hI, annual (0.65), hA-index (11), hI norm (35), papers with ACC > = 1,2,5,10,20= 288, 143, 46,14,5.

VOSviewer software was used to analyze the metadata articles obtained from the https://www.scopus.com database and website Google Scholar. The analysis sought to identify the most frequently occurring keywords. The frequency of the keywords could be arranged based on the researchers' preferences, and less relevant words could be removed. We limited the minimum correlation of the terms to ten when creating the visualization with VOSviewer. It obtained two
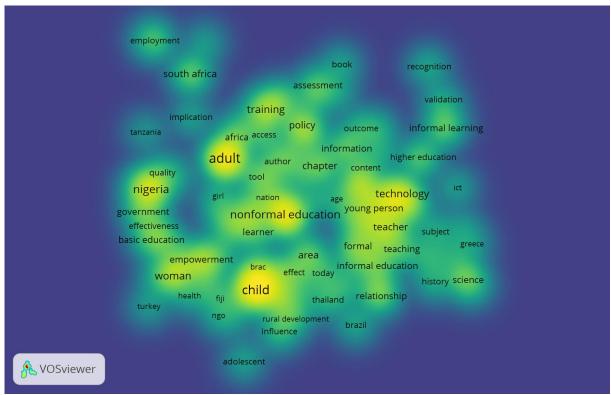
excellent clusters after performing the analysis with VOSviewer. The authors chose the second cluster, which was related to Non-Formal Education. On three different visualizations, the software indicated bibliometric mapping: network visualization (Figure 5); overlay visualization (Figure 6); and density visualization (Figure 7).

The figure 5. network visualization

The figure 6. overlay visualization

The figure 7. density visualization

Conclusion

As a result of the educational inequalities within the sub-district, human capabilities to possess basic literacy and communication skills may be uneven. While metropolitan areas have benefited from several benefits such as diverse school access, adequate teachers, and diverse formal work options in the future for their young generation, it was also discovered that these comfortable situations have to some extent been exaggerated. Furthermore, some individualistic-minded and busy parents have exacerbated these conditions by encouraging their children to pursue conventional employment rather than start their own businesses.

References

1. Basturkmen, H. (2008). *Ideas and Options in English for Specific Purposes.* London: Lawrence Erlbaum Associates Publishers.
2. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 77-101.
3. Chung, T. M. (2003). Technical Vocabulary in Specialised Texts. *Reading in a Foreign Language Vol. 15*, 103-116.
4. Clark, M. (2013). *The Use of Technology to Support Vocabulary Development of English Language Learners.* Education Masters.
5. Coxhead, A., & Nation, P. (2001). The Specialised Vocabulary of English for Academic Purposes. In J. Flowerdew, & M. Peacock, *Research perspectives on English for Academic Purposes* (pp. 252-267). Cambridge: Cambridge University Press.
6. Crocker, R. A., & Heigham, J. (2009). *Qualitative Research in Applied Linguistics: A Practical Introduction.* Hampshire: PALGRAVE MACMILLAN.
7. Garzone, G. (2017). Food, culture, language and translation. *Journal of Multicultural Discourses*, 214-221.
8. Lee, B. C., & Chern, C.-I. (2011). ESP Reading Literacy and Reader Identity: A Narrative Inquiry Into a Learner in Taiwan. *Journal of Language, Identity & Education Vol. 10*, 346-360.
9. Moir, J., & Nation, P. (2002). Learners' use of strategies for effective vocabulary learning. *Prospect Vol. 17*, 15-35.
10. Nagy, W. E., & Scott, J. A. (2000). Vocabulary processes. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr, *Handbook of reading research, Vol. 3* (pp. 269–284). Lawrence Erlbaum Associates Publishers.

11. Nation, P. (2001). *Learning Vocabulary in Another Language.* Wellington: Asian EFL Journal.

12. Nation, P. (2013). *Learning vocabulary in another language (2nd ed.).* Cambridge: Cambridge University Press.

13. Nordin, N. M., & Stapa, S. H. (2019). Productive use of specialized vocabulary in L2 culinary studies. *Opción, Año 35, Especial No.19*, 1351-1379.

14. Nordin, N. M., Stapa, S. H., & Darus, S. (2015). Are My Words Good Enough To Eat?: The Teaching and Learning of Specialized Vocabulary in Culinary Studies. *Journal of Social and Humanities*, 77-83.

15. Nordin, N. R., Stapa, S. H., & Darus, S. (2013). Developing a Specialized Vocabulary Word List in a Composition Culinary Course through Lectures Notes. *Advance in Language and Literacy Studies*, 78-88.

16. Park, J., Choi, N., Kiaer, J., & Seedhouse, P. (2019). Young Children's L2 Vocabulary Learning through Cooking: The Case of Korean EFL Children. *The Asian EFL Journal January 2019, Issue 21 Volume 1* , 110-131.

17. Priyono. (2011). LEXICAL ANALYSIS OF THE VERB COOK AND LEARNING VOCABULARY: A CORPUS STUDY . *Language and Literature, P, Philology. Linguistics, P1-1091*, 150-165.

18. Swales, J. M. (2004). *Research Genres: Exploration and Application.* Cambridge: Cambridge University Press.

19. Utomo, A. B., & Nurmasitah, S. (2017). SMARTPHONE APPLICATION FOR INCREASING ENGLISH CULINARY VOCABULARY. *3rd Asia Pacific Conference on Contemporary Research (APCCR- 2017)*, 92-100.