



Implementation of Non-Formal Educational Learning Activities at the Abituren Mustafawiyah Sanggar Family Tutoring Malaysia

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ABSTRACT

This research is motivated by the high interest and attendance of students in participating in the implementation of learning activities at the Abituren Mustafawiyah Family Tutoring Studio. This study aims to determine the implementation of Non-Formal Education learning activities at the Mustafawiyah Abituren Family Tutoring Studio Malaysia. Qualitative research approach with case study research type. Case studies are conducted to be carried out intensively, in detail and in depth on the implementation of learning activities at the Abituren Mustafawiyah Family Family Guidance Studio. The data collection techniques used were observation, interviews and documentation obtained from the community at the Abituren Mustafawiyah Family Tutoring Studio. Data were analyzed by reducing relevant data, presenting data, and drawing conclusions. The results of this study indicate that the implementation of learning activities at the Abituren Mustafawiyah Family Family Tutoring Studio runs well by using game methods such as playing characters and utilizing learning media, especially audio-visual media.

Learning Activities, Non Formal Education, Guidance Center.

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INTRODUCTION

Formal education with differentiated preferences has been proven to be effective in years and provides the educational outcomes necessary for advancement. However, it cannot be denied that formal education fails to serve all levels of society because of formal administration (Wirdianti & Setiawati, 2018).

Due to obstacles in the school environment, the government stated that education can be provided through three channels: formal, non-formal and casual education, as regulated in Law no. 20 of 2003 Chapter I Article 1 paragraph 10 that "Education units are groups of educational services that provide education in formal, informal and non-formal channels at every level and type of education". The educational unit consists of eyes educational lectures, educational

preparation, piles, majlis taqrim, and other comparative education (Afandi, 2013).

Education here does not only include school education, but also education outside of school. Organizing PLS activities has a strategic role in optimizing the potential of human resources, especially for those who do not have access to education (Adri et al., 2021). Therefore, Republic of Indonesia Government Regulation Number 73 of 1991 concerning Out-of-School Education aims to "help people learn to develop as quickly as possible and improve their abilities throughout their lives, with dignity and quality."

One of the pillars of human resource development that makes a major contribution to Indonesia's development is the education sector. Through the field of education, character education and the quality of human resources can be improved and improved (Suherman et al., 2023). Of course, to produce competitive and quality human resources, we also need quality and competitive education. Education is very important in life. Education cannot be separated from human life because life is dynamic and continues to develop. Education absolutely exists and will always be needed as long as there is life (Makarim et al., 2018). Non-formal education is education that is organized and carried out systematically outside the school system. Informal education is education that is carried out naturally, unorganized and often unsystematic and makes a significant contribution to improving the quality of human resources (HR) (Amri et al., 2021).

The Family Guidance Studio is part of Out-of-School Education and is one of the educational activities and seeks to provide knowledge and skills in writing, reading and calculating as well as practicing them in everyday life (Erlina & Adri, 2022). The implementation of the Guidance Studio is based on the needs felt by the learning community. Sanggar Guidance is a non-formal educational institution for ages 6 to 12 years which functions to help develop the learning potential of citizens optimally towards the formation of religious attitudes, knowledge and skills and is based on the demands of the Al-Qur'an and the Sunnah of the Prophet through learning programs at Sanggar Guidance.

Abituren Mustafawiyah Family Tutoring Studio Malaysia started from looking at the surrounding situation, where many Indonesian citizens were unable to attend formal education, especially at the age of children. This is due to the absence of documents which strengthens them to be able to go to school and be recognized by the Malaysian state. Mustafawiyah Abituren Family (KAMUS) is a Mustafawiyah alumni family organization in Sumatra, this Islamic boarding school is the largest Islamic boarding school on the island of Sumatra.

After conducting interviews on August 24 2023, data was obtained that students at the Abituren Mustafawiyah Family Tutoring Studio felt happy taking

part in learning at the Guidance Studio. Teachers at the Abituren Mustafawiyah Family Tutoring Studio are very professional in teaching, teachers do not show favoritism to students in the learning process. Teachers respect every ability that every student has. The results obtained by students at the Abituren Mustafawiyah Family Tutoring Studio are said to be successful, even though it cannot be proven physically but can be seen from the behavior of the Abituren Mustafawiyah Family Tutoring Studio children and their daily lives. This can be seen from students who are able to write, read, count and memorize short verses and daily prayers.

RESEARCH METHOD

This research is qualitative research with a case study research method that uses observation and interview data collection techniques. Observation is a technique for collecting data by observing ongoing activities (Hardani et al., 2020). Interviews are a data collection process with the aim of obtaining detailed information. This research uses primary data in the form of interview notes and field observation notes. The observation used by the author here is participant observation, where the author mingled directly with the community at Sanggar Bimbingan North Gombak, Malaysia. The target of this research is when the learning process takes place every Monday-Friday in different classes. In this case the author follows the learning process from the start of the lesson to the end of the lesson.

Data analysis in this research was carried out during data collection and after data collection was completed within a certain period. Miles and Huberman stated that there are several activity models in data analysis, namely (1) data reduction (2) data presentation/data display (3) drawing conclusions or verification.

RESULT AND DISCUSSION

The learning environment not only includes everything that happens around the learning community, but also the factors that influence the development of the learning community and its behavior in practical activities changes in knowledge (cognitive) and skills (psychomotor) (Novita & Abidin, 2021). Including efforts to achieve. In this case, a good learning environment is expected to channel students' emotions and motivate them to learn. The more comfortable the physical environment, the more positive the influence on the learning process (Helmi et al., 2019). It is not impossible to create a learning environment with several modifications, for example implementing different activities or a different location. The most important thing is to make the learning community

comfortable. According to Zahara, to create a comfortable learning environment, a safe and secure atmosphere, mutual trust, mutual respect and understanding of the learning community must be created (Adri et al., 2023). It can be concluded that by creating a conducive learning atmosphere, students will feel comfortable and relaxed when studying.

Cheerful healthy exercise was held twice on Thursday, 24 August 2023 and on Monday, 28 August 2023. The first activity carried out was cheerful healthy exercise at 09.00 – 10.00 AM which took place on the rooftop of the KAMUS North Gombak Tutoring Studio. The activity started with a warm-up and continued with light exercises in general, and went very well without any problems. On Monday, August 28 2023, cheerful gymnastics will be held again in the middle of the KAMUS North Gombak Tutoring Studio house, at the same time as the previous day. However, this time we invited students to do penguin exercise and healthy children's exercise. The activity was very lively, the students seemed to really enjoy the exercise.

In this cheerful healthy exercise program, it was carried out well and the children participated in it very cheerfully and enthusiastically, however there were several shortcomings in this activity such as the sound system which could not be used because the battery was weak causing the sound system to turn off, there were some children who were still having difficulty conditioned to line up, especially lower class children such as classes 1, 2, 3 who are very active.

Foreign language vocabulary learning is held to improve students' foreign language skills. One way of learning foreign language vocabulary is by holding several English and Arabic vocabularies in the North Gombak Tutoring Studio area so that students always remember the various vocabularies that have been taught. Procurement of English vocabulary Arabic is done as an effort to increase students' insight in the field of language and to know the names of things that are often found in other languages besides Indonesian and Malaysian Malay. This activity is carried out with the materials needed to make the name of the object, namely cardboard, cardboard, colored pencils, crayons, markers, double tips, scissors, etc.). The cardboard is formed into several parts, then cut, pasted with cardboard, then written according to the names of the objects to be attached. This vocabulary work was carried out for two days, Monday, August 28 2023 to Tuesday, August 29 2023 starting at 04.00 – 07.00 PM. The vocabulary created includes the names of doors, windows, blackboard class, blackboard eraser, stairs, kitchen, office and so on.

The English-Arabic vocabulary acquisition program was carried out as an effort to broaden students' knowledge in the field of language and get to know surrounding objects in English-Arabic. In this program the children begin to

understand the vocabulary a little and there are some children who really like English so they quickly understand and memorize the vocabulary. However, making vocabulary was very constrained by the tools and materials because the SB place we lived in was very far from a shop that sold office stationery such as cardboard, cardboard, double tips, scissors and so on.

Creativity (Learning to Make Simple Woven & Batik) Creativity in making simple woven and batik is a learning activity that aims to hone students' creativity and develop their abilities so that they can develop well. Apart from that, this activity also aims to hone children's motor skills in arranging a series of existing lines. This activity is focused on grades 1, 2 and 3. It will be held on Friday, September 1 2023 at 09.00 - 11.00 AM. By holding this activity, students were very happy and excited because they tried new things that they had never encountered before. This can be seen from the seriousness in carrying out the tasks given. Apart from weaving, they also indirectly learn the concept of appropriate color combinations. Likewise with batik activities, they can make beautiful simple patterns and can hone their finger skills in forming certain patterns.

This weaving activity aims to hone children's motor skills because they use their hands and fingers as well as eye coordination. Apart from developing fine motor skills, weaving creativity can also be used to train children's logic to be creative and train concentration. We focus on this activity for grades 1, 2 and 3. By holding this activity, students are very happy and happy because they are trying new things that they have never encountered before. This can be seen from the seriousness in carrying out the tasks given. Apart from weaving, they also indirectly learn the concept of appropriate color combinations.

The use of audio-visual media is implemented as an innovation in the learning process so that learning becomes more enjoyable and students have new learning experiences. One use of audio-visual media in learning is by watching educational films. Watching educational films is deliberately held to introduce them to the stories of the prophet that they need to know, apart from the prophet's stories, not only does this activity also show several cultures that exist in Indonesia. Of course, because they are Indonesian children, it is necessary and important for them to know what is in Indonesia, and how many provinces are spread throughout Indonesia. The activity will take place on Wednesday, August 30 2023 at 03.00 - 04.20 PM in the lower room (class 6). Students are very serious about watching and listening to the stories presented, with this activity we hope that they will increase their knowledge and insight, especially in the fields of religion and social society. The problem we face in this program is an unstable network because our SB location has difficulty getting a signal.

This lesson was carried out for grade 6 children to learn to play roles in

Indonesian language lessons. Children are asked to create dialogue and understand how the dialogue will be conveyed to the class. They were given an explanation of the definition of drama, dialogue, conditions for dialogue and 3 types of roles in drama. This game aims to foster self-confidence, apart from that, this game also trains students to be able to express the feelings they feel.

In carrying out Indonesian language learning activities by role playing, the children were very enthusiastic and happy because, apart from learning, they could also interact more during the lesson by discussing and creating dialogue together. The obstacle faced during learning is that there is no special teacher's handbook for teaching in sixth grade, this results in a lack of knowledge about learning that should have been obtained when they entered sixth grade.

CONCLUSION

Based on the results of research and discussion regarding the Implementation of Non-Formal Education Learning Activities at the Abituren Mustafawiyah Malaysia Family Tutoring Studio, they are as follows:

1. With the existence of a guidance studio in the North Gombak area, at least Indonesian children can still experience the sweetness of education even in non-formal units.
2. The implementation of learning activities at the Abituren Mustafawiyah Family Tutoring Studio went well by using game methods such as playing character games and utilizing learning media, especially audio-visual media.

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