

ENGAGEMENT

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A Survey Positive Engagement Of Learning Community for Informal Education to Support Community

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Abstract-The purpose of this paper is to find out the mapping of community learning in informal education to support learning communities. Some of the previous studies of Community Learning were able to create smart, skilled, independent and competitiveness communities with learning programs at formal education. The internet community and media make a distance not an obstacle for people who exchange ideas. The power of bonding makes people help each other like families who have the same responsibilities. Community-based learning becomes an alternative in the future, where conventional learning will gradually be abandoned. Learning Community in the context of informal education is an alternative for busy individuals and it is difficult to find time to share knowledge. The method used is by survey method by defining the scope in detail, and determining the research question; do a search that involves selecting literary sources based on keywords, and determine inclusion and exclusion criteria to sort the types of references for further exploration. Community-based learning has unique things related to the learning process that is not possessed by formal education, among others, the interaction between community members, collaboration in sharing knowledge, quick feedback in solving problems, and self-reflection that often expresses opinions. unthinkable, the creation of actualization, problem-solving and learning by doing as well as learning community learning can also be done with experience-based learning.

1. Introduction

Learning Community is a place to empower participants with various kinds of information, heterogeneous entities, diversity of participants from various backgrounds with the same thoughts, fellow members interact together, share common interests, actively externalize, collaborate, interact, share information and between participants connected to each other with the same goal to increase knowledge [1]. So that the conventional learning model will be increasingly abandoned in the future. [2]

Learning only focus on technology or aspects of content cannot be a factor in attracting students to be involved in e-learning. Component of participatory involvement to influence the process of involvement in e-learning community based on participatory learning theory. The involvement of components in the e-learning community is very important by incorporating participatory learning models into e-learning communities. so this model is able to encourage the participation of students and educators to interact with each other. [1]

The study was conducted by Wenger's (2002) by providing support and encouraging and supporting older people in North Wales by looking at changes in the arrangement of a network involving three criteria: proximity of relatives, the level of involvement of family members, friends and neighbors, and the level of interaction between volunteers and community groups. Understanding community refers to a group of people who share concern, problems, or hobbies on a topic and deepen their knowledge and expertise by interacting continuously ... They discuss their circumstances, aspirations, and needs, interact and share things in groups. The existence of a community depends on voluntary community members and also leadership in the

community. There are several communities that do not develop, this is because fellow members do not establish good communication or they do not devote time and effort to the development of the community itself. [3]

In the community of volunteers help each other as a non-profit initiative by utilizing the interests of volunteers, workshop participants, businesses and non-profit organizations by utilizing websites / blogs and book publications to be easily accessible to all parties to help improve the quality of life for people who have difficulties so that get greater attention from various parties. [4]

Based on the analysis of the problems above, there are major problems in learning in a community, among others: 1). Sharing knowledge in the community still faces many obstacles, namely, in the delivery of knowledge, it is often done in an unstructured manner so that it is difficult to understand. 2). Many answers given by members of the community are still in the form of symbols, images, and codes so that it is difficult to understand and translate by other community members. 3). Fellow community members are less solid or compact in finding answers to problems raised by community members. 4). The absence of standard rules governing community-based learning. 5). People are more likely to ask questions in the community than to read a book. 6). The low level of sense and responsibility among community members makes community-based learning often fail.

Based on the above problems, the author conducted a mapping of learning community-based on the characteristics of non-formal education so that new knowledge would be created that would complement and refine existing knowledge, it is necessary to have positive engagement in community-based learning in informal education. So this paper can answer questions that support in creating positive engagement of learning education in informal education.

2. Methodology

The methodology is a series of ways, processes or steps used in making scientific research. The term survey is a method used to carry out detailed and complete literature review reviews. There are three steps taken in this stage, namely: the first stage defines the scope in detail, and determines the research question; the second stage is to do a search that involves selecting literary sources based on key words, and the last step is to determine inclusion and exclusion criteria to sort the reference types for further exploration. [5]

The purpose this survey is: first the survey is used to help the author in understanding the problems to be discussed in this paper in accordance with the frame of mind; second to find out the theories, findings and other materials that will be used as the basis of research; third, form a framework for resolving a problem that will be discussed. [5] [6]

Various tacit knowledge can depend on the extent to which users are motivated to obtain new knowledge and motivation through participation in online practice networks and are generated in a conducive community. Developed e-learning courses that are relevant to work and inspire its members. Tacit knowledge can be shared through e-learning with semi-structured in-depth interview methods with top managers and senior technicians at the head office. [7]

Based on the references contained in the related work above, the author can make a general picture of positive engagements held by students, especially those related to community-based learning in informal education:

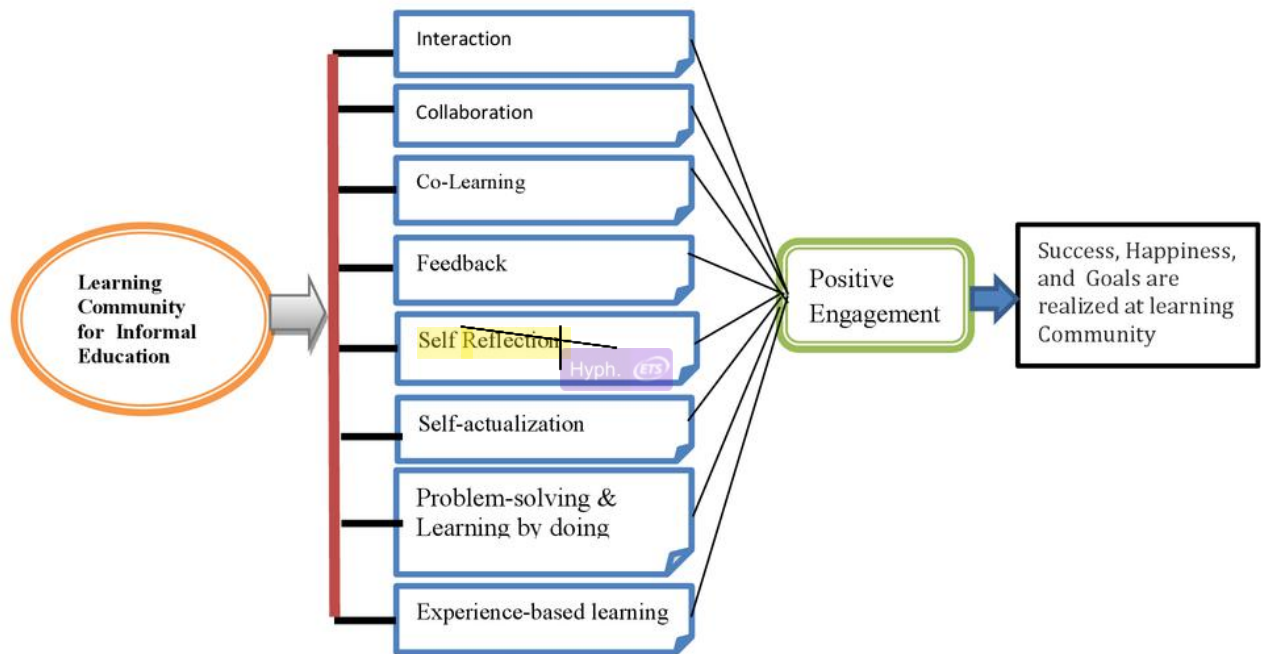


Figure2. Positive Engagement in Learning Community for Informal Education

4. Results and Discussion

Conceptualizing and exploring tacit knowledge can be incorporated into online learning requires that social capital can help conceptualize community as a learning system and provide an effective framework for analyzing tacit knowledge for individuals and society. And social capital is used to understand tacit knowledge as a social artifact. Ownership, trust, individual commitment, enthusiasm are very important for developing online learning communities in social capital [8]. Tacit knowledge can be transferred through: collaboration and social networking, showing work, recording cases and experiences, combining experiences with mentoring, searching and rediscovering tacit knowledge.

Community-based learning has unique things related to the learning process that learning does not have informal education :

- 1) Interaction in community-based learning is very strong, the existence of feedback between one member and other members makes their relationship pleasant.
- 2) Collaboration between community members in knowledge sharing so that new knowledge is created from the collaboration results
- 3) Feedback between members is very fast and positive responses make them very loyal and strong. Equality of perception and purpose make them fast in responding to a problem.
- 4) Self Reflection here means that Community learning in the process of conveying knowledge tends to occur spontaneously and naturally. So that new ideas often appear suddenly which become new information for the community because everything that is conveyed is the self-reflection.
- 5) Self Actualization as the accuracy of a person in placing himself in accordance with the abilities within him so that in the learning community it is considered fun for every member of the community, to join the community there is no coercion from anyone, awareness of each group member and strong sense of bond making the community fun for the group.
- 6) Problem Solving & Learning by doing, learning in the community is done by providing solutions to problems that are conveyed by community users and community members complement each other's

answers so that solutions are obtained that can help the questioner solve the problem. In addition, learning is done with the e-learning by doing a system where the habits they do become a reference for them without regard to existing theories

- 7) Experience-based learning, Information collected can be in the form of experience (experience-based learning) from community members where knowledge originating from experience is able to create new knowledge so that you can educate among group members as one of the goals of joining community-based learning. Every problem can be solved through sharing knowledge between community members and among community members competing to help provide solutions. The solutions provided are also diverse so that the diversity of these solutions becomes new knowledge and knowledge for other members

In this paper, the writer adds 3 (three) components in the concept of positive engagement written by Haryani Haron et al (2017) [1]. In addition, the author focuses more on learning community for learning in informal education. The authors of the three components consider it very important and must be present in creating positive engagements in community-based learning, especially in informal education.

The things mentioned above are not absolutely all because learning community has participants who have different tendencies and needs in an effort to empower themselves. On the one hand, the community may develop learning that is oriented towards the development of skills (skills), while on the other hand, the community may also develop education that is oriented towards intellectual and moral development.

5 Conclusion

This paper only discusses the learning community for informal education where knowledge sharing is done through social media and websites. Members can provide solutions to solve problems. Whereas for learning community for formal education is not discussed. These seven things are very synonymous with learning community for informal education. Learning in the future tends to be passive and sharing knowledge does not have to be face to face, so the learning community becomes a solution in sharing knowledge

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