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Component Learning Community for Informal Education to Support Culinary Community at Era New Normal Covid-19: A Systematic Literature Review

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Abstract: Informal education will be successful as an alternative for the community because not all people are able to receive formal education. This study used qualitative method with a systematic literature review (SLR) technique to look for learning community components in informal education to support learning in the culinary community in the new normal era of Covid-19. The author collects, studies, and analyzes reference sources according to the specified keywords. Found 53 papers from 2002 to 2021 with background authors from academia, industry, and the public sector with reference sources from journals, conferences, white papers, and research reports. Systematic literature review results obtained 6 components of learning community in informal education, namely content, forum, method, technology, figure/layout, and human/social resources. The six components as a reference and the author's first step in the next research through searching for the characteristics of the learning community in the culinary field, then making a learning model of the culinary community. Because of the importance of the learning community component in informal education to help community members share knowledge, solve problems, share common goals and interests among community members.

Index Terms: Learning, Community, Informal Education, Culinary Community, Era New Normal Covid-19

I. Introduction

The amount of formal education has not been able to reach the whole community, but the existence of technology makes informal and non-formal learning an alternative. One form of non-formal learning is community-based learning which is currently a trend that is the need for individuals and groups to solve problems in everyday life [1]. Informal education as a place for independent learning has not achieved maximum results due to low motivation.

The emergence of various learning communities is one solution for those who want to learn more about something and accommodate people who cannot receive formal education [2]. The need for a learning community that is useful to guide and maximize learning outcomes and the learning community is an alternative and appropriate place for sharing knowledge [3]. Less attractive figures and layouts. There is no variation in figures and layouts, which makes communities bored. There is no combination of layouts that can inspire people to develop learning communities. Informal education becomes interesting with the existence of attractive and innovative digital technology today.

Technology brings big changes in people's lives. In community learning, technology is able to strengthen the involvement of members with one another. Apart from the above, Technology offers a wider channel for accessing knowledge, does not depend on a single source, and creates an unlimited learning context [4], [5]. The available technology is simple, often the network has problems from the accuracy of the ban to the slow handling if a problem occurs. There is no good infrastructure management, so the problems that are not addressed quickly. Network speed, flexible hardware, development of various applications can be useful for informal learning, where formal learning is an unstructured cognitive effort and is considered very flexible carried out in an informal context. Informal learning can be done by discussing, having someone's conversation, presentation results, advice, sharing information, dreams, guidance, art, culture, and ideas. The hot topics of informal learning often arise from the results of individual or group discussion [6]. The content sent is not well structured, there is still a lot of content that has not been presented specifically. This

confusing community members and making learning bored and less attractive. No forum can accommodate the aspirations of the community. Very few forums, so a lot of knowledge that is not spread to others and finally the knowledge is lost due to the relevant died before being inherited.

From the above, a community learning component is needed for informal education to make it easier for community members to share knowledge and solve problems. This research is part of the next research, where the author will continue to search for important characteristics and features needed in community learning in the new normal era. After finding the components and characteristics of the learning community, the author will conduct further research on the learning community model in the new normal era of Covid-19.
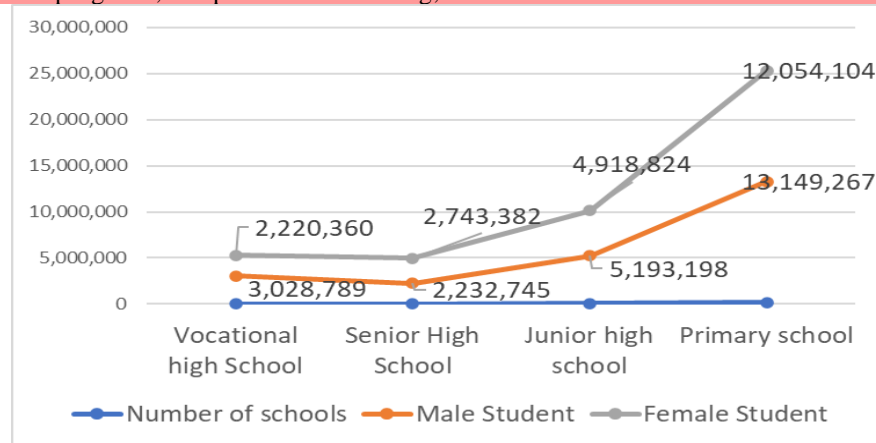
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2. Related Work

A. Learning Community

The community learning component consists of community members, collaborative learning, learning problems, and learning exercises. There is no explanation regarding the components of the learning community with special characteristics that exist in the learning community. While the learning community process can be obtained by identifying problems, exploring alternatives, working together in taking action, revising, and improving plans [7].

B. Formal and Informal Education

Educational choices become things that need to be studied carefully by each individual. Many individuals are more inclined to prioritize formal education and work towards various efforts for formal education to be accepted in the job market [27]. Informal education is institutionalized education, which is compulsory education, with a period of time from one school system and ends with graduation in the form of a graduation mark [28]. Formal education is a systematic, structured, multilevel, tiered activity, starting from elementary school to college and academic and general oriented study activities, specialization programs, and professional training, which is carried out in a continuous time [29].

Graph 1: Data on formal schools in Indonesia based on education levels in 2019/2020 [30]

Based on the graph above, it shows that the number of elementary schools, junior high schools, and senior high schools is not balanced in terms of the number of students. The large number of students who drop out of school causes informal education to become an alternative for them to continue their education. Various informal educational institutions are growing to provide solutions and offer soft skills education so that they are better prepared to face the world of work.

Graph 2 : Drop Out Students in Year 2019/2020 [31]

The Ministry of Education and Culture of the Republic of Indonesia recorded that there were 157,000 elementary to high school students dropping out of school in the 2019/2020 school year. Most of the students who dropped out were at the elementary school level (SD) as many as 59.4 thousand students. Furthermore, at the junior high school (SMP) level as many as 38.5 thousand students. At the high school (SMA) level, 26.9 thousand students and 32.4 thousand vocational high school (SMK) students dropped out of school. For the last two years the Covid-19 pandemic has been one of the causes of students dropping out of school.

3. Method

The method used in making this Systematic literature review is as follows: The steps to make a systematic literature review using Prisma are (1) Define the eligibility criteria in the paper that has been collected. (2) Define the source of information used. (3) Selecting literature based on predetermined keywords. (4) Data collection. (5) Selection of data items through selected papers. In this research case studies are used to produce a deep understanding of something fundamental to further research [44], [45] . The paper used is a publication from 2002 to 2021 years.

Systematic Literature Review is one way to minimize the loss of information in research and explicitly to eliminate misunderstandings to produce valuable and high-quality work [46]

Stages carried out is planned research with sufficient time representing the activities to collect, read and process the library data found. The purpose of this literature study is to look for theories or research results about important components in the learning community for informal education that are used as a reference in conducting research. Analyze the relevance of the results of previous research to answer the important components of the learning community for informal education. The results will be useful for society at large in general and the world of education in particular.
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B. Data Extractions

The exclusion criteria are needed in the systematic review literature so that topics that do not fit the topic are not included in the paper, while the articles taken are articles published from 2002 to 2021. References that have been collected consist of 19 references sourced from journals and 26 references sourced from conference results, 6 references sourced from white papers result, and 2 references from research report sources seen in table 4.

4. Result & Discussion

4.1 Publication trends

. Frequency of papers published between 2002 – 2021 can be seen in Table 1. From the collected papers it can be explained that the most papers were in 2019 as many as 9 papers (16%), in 2017 as many 7 papers (12%), in 2021 and 2014 as many as 6 papers (11%), in 2015, 2013, 2012 each as many as 5 papers (9%), in 2018 each as many as 4 paper (7%), in 2020 there were 3 papers (5%) each, in 2016, 2009, 2008, 2004, 2002 each as many as 1 paper (2%) and no paper for 2011, 2007, 2006, 2005, and 2003 as shown in table 1.

Table 1 Frequency of publications

No	Year	#	%
1	2021	6	11%
2	2020	3	5%
3	2019	9	16%
4	2018	4	7%
5	2017	7	12%
6	2016	1	2%
7	2015	5	9%
8	2014	6	11%
9	2013	5	9%
10	2012	5	9%
11	2011	0	0%
12	2010	2	4%
13	2009	1	2%
14	2008	1	2%
15	2007	0	0%
16	2006	0	0%
17	2005	0	0%

18	2004	1	2%
19	2003	0	0%
20	2002	1	2%
Total		57	

4.2. Background of authors

Authors who contributed to the systematic literature review on determining the components of learning communities of informal education in order to support learning in the culinary community in the new normal era of Covid-19, mostly with academic backgrounds, namely 43 papers (75%), Public Sector background as many as 10 papers. (18%) and the background of the industry as many as 4 papers (7%), as shown in table 2.

Table 2 Background of Authors

No	Background of authors	#	%
1	Academic	43	75%
2	Industry	4	7%
3	Public Sector	10	18%
	Total	57	

4.3. Publishing outlets

Determining the components of the learning community in informal education to support learning in the culinary community in the new normal era of Covid-19, it was found based on various sources such as conference results, journals, white papers and research results. The reference sources used in this study are 4 publishing outlets, namely conferences, journals, white papers, research reports. References that have been collected consist of the four sources namely of 26 references sourced from conference papers (46%), 21 references sourced from journal papers (37%), 8 references sourced form white papers (14%), and 2 references sourced from research reports (4%) as shown in table 3.

. Table 3 Publishing outlets

No	Journal / Conference	#	%
1	Conference	26	46%
2	Journal	21	37%
3	White Paper	8	14%
4	Research Report	2	4%
	Total	57	

A systematic literature review has two main implications, namely the implications for theory and the implications for practice. Judging from the theory, the results can be used as a reference for research on the same topic, the learning community for informal education. Innovation toward digitization by combining various sciences to produce more accurate scientific innovations. Viewed from practice, the results can be used as an identifier of important components of the learning community with a broader scope. Evaluation and validation of indicator results are very significant for adopting a component of the learning community for informal education. The following are important components in the learning community for informal education:

Fig. 1 Component of Learning Community for informal education at culinary community