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**INFORMAL EDUCATION OF CATTLE BREEDER FAMILIES AT  
POJOK GIRANG KAMPONG CIKAHURIPAN VILLAGE****Siti Elah Julaeha<sup>1</sup>, Lince Sari Dianawati Leatemia<sup>2</sup>**<sup>1</sup> BKKBN, Bandung Barat, <sup>2</sup>PKBM Cahaya Kahuripan Lembang<sup>1</sup> sitielahj@gmail.com**ABSTRACT**

The aim of this research is to explore the informal education process in cattle breeder families and to discover their point of view toward children education in Pojok Girang Kampong, Cikahuripan Village, the District of Lembang, the Regency of Bandung Barat. This qualitative descriptive research takes cattle breeder families as subjects taken by purposive sampling and snowball sampling techniques. Data is collected through observation, interview, and document study; and is analyzed through collection, presentation, reduction, and conclusion. The results show that: (1) the process of education in cattle breeder families mostly include parents educating and guiding their children especially regarding moral values, religion, economy, as well as the blessings of nature and personality development according to the children physical development stages, and (2) cattle breeder families view that education is of utmost important, yet a lot of factors influence in such a way they are constrained in their desire to provide their own kin education. Some others even described that education 'is not so important', merely limiting it to reading and writing.

**Keywords:** *Informal Education, Quitting School, Cattle Herdsman Family*

**INTRODUCTION**

Education is the most important process which will always be on the person who will develop the intellectual and personality aspects in the life of nation and State. Education began to be known since someone born through their own parents. The importance of education for everyone course for school age children need understanding by parents, that as a good parent should be able to provide the best education for their children.

According to Driyarkara (in Suryomenggolo, 2018) wherever the life process of a human being, then there must be a process of education. That explanation convinced that education cannot be released in every breath a person's life. the notion of education also listed in Act No. 20 of 2003 on the National education system article 1 containing:

Education is a planned and conscious effort to bring about an atmosphere of learning and the learning process, so that learners are actively developing the potential for them to have the power of religious, spiritual self-control, moral intelligence, noble, as well as the necessary skills themselves, the community, the nation and the State.

Based on the views of the education, it can be concluded that education is a form of work done consciously by everybody for the sake of the development aspects of intellectual property as well as the person's personality. The presence of the educational process that

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always follows the process of everyone's life, give a sense that education becomes the basic directions of development of all aspect.

Education is the most important thing is to form a personality. Education is not necessarily derived from formal education like school or college. Informal or none formal education also have a similar role to personalities, especially children or learners. Establish in law Sisdiknas No. 20 year 2003 (Departemen Pendidikan Nasional. 2003), we can see the institution. It is said that formal education is education which is structured and tiered, consisting of primary education, secondary education, and higher education.

Non-formal education is a pathway to education beyond formal education which can be carried out in a structured and tiered manner. The non-formal education unit consists of course institutions, training institutions, study groups, activity centers, community learning, and majelis taklim, and similar educational units. Non-formal education is an inseparable part of community education (Leatemia & Hudaya, 2018).

While informal education is a family and environmental education pathway. Informal education activities are carried out by families and the environment in the form of independent learning activities (Inanna, 2008; Pirbhai, 2015). From the explanation above, it can be said that the three pathways are interrelated with each other, so that it has an influence in every process of one's life. Informal education has big impact to the ongoing formal and non-formal education, because informal education will be ongoing as long as someone is still alive.

Livingstone (2001) describe informal education is every activity which involving pursuit of understanding, knowledge, or skills that occur outside the institution's curriculum provided by educational programs, courses, or workshops. Informal learning can occur in any context outside the institution's curriculum.

This is distinguished from daily perception and general socialization by identifying individual self-awareness of activities as meaningful learning. The basic things of informal education (purpose, content, method and process of obtaining, duration, evaluation of results and applications) are determined by individuals and groups who choose to be involved in it, without the presence of an instructor who has institutionalized authority.

Informal education could be called family education, where the education starts from family. According to Tarakiawan (in Sudiapermana, 2009) education which might happen in family, there are 1) Faith Education, 2) Moral Education, 3) Physical Education, 4) Intellectual Education, 5) Physic Education, 6) Social Education, 7) Sexual Education.

In line with that, Abdul Halim (in Mustafa & Zalim, 2012) express that educate children in essence is a series of real efforts of parents in order: 1) save children's Islamic nature, 2) develop children's thought potential, 3) develop children's sense of potential, 4) develop the potential for mental strength of children, 5) develop children's work potential, 6) develop children's healthy potential.

Family environment (informal) is the first place for a child to grow and develop through education. Child's character and personality are formed through education in the family environment, so that the family environment becomes the basis of formal and non-formal

education. This is in accordance with the opinion of Siswoyo, et al (in Andyani, Saddhono & Mujyanto, 2017) that families have a large influence on the growth and development of a child's personality.

Family is first line which is do the education process, because at that time children have not been able to carry out the socialization process with the community, so the family environment is the educator. As for the methods in family education that have a lot of influence on children, according to Ulwan (2001), consisting of: 1) education with exemplary, 2) education with custom, 3) education with advice, 4) education with supervision, and 5) education with penalties (sanctions).

So much and the potential for informal education and learning carried out in the family and community environment means to change lives (especially the development of children). Children are individuals who still experience development both physically and intellectually. Children become one of the important assets for families, communities, nations and countries. Because children are blessed with extraordinary abilities in themselves. The development of the child's potential or ability is one of the tasks of education.

Law No. 35 of 2014 (Pemerintah Republik Indonesia, 2014) explains, children's rights are part of human rights that must be guaranteed, protected, and influenced by parents, family, community, state, local government (Rhizalino, 2016).

Pojok girang is one of the villages in the district of Lembang, West Bandung Regency. Based on data obtained by researchers from the Cikahuripan Village office, the pojok girang village has a population of 1638 people, a man population of 827 people, while the number of women is 811 people, the Corner is excited including small villages and far from reach, in this village only has one non-formal education facility (PAUD).

The majority of people in the pojok girang have main jobs as cattle breeders. Based on initial observations from researchers, people in this village can be said to still be classified as middle to lower class people, because according to existing conditions the lives of these people are not prosperous, because their lives tend not to change. better, because they only rely on the yield of their dairy cows, the people in this pojok girang village have school-age children but according to the observations of the researchers, the children from the families of cattle breeders who have broken up start from elementary school, junior high school until senior high school. Even more concerning, only a small number of children can continue their education in high school and college.

From conditions above, it provides an indirect explanation, that they have several obstacles in fill up their children's educational. The main cause is income problems, when parents' income is not sufficient for their daily needs, it indirectly affects their children's education, the next problem is the mindset of the cattle farmers family about education, because in general they assume that the school only adds to the burden because it requires costs that are not little, and the parents' desire for their children, after they reach adolescence, directly help them in raising cows, even marrying, especially for their daughters. And also, cultural factors, because there are only parents who graduated from elementary and junior high schools who do not attend school at all.

Indeed, children's education is the main responsibility of parents, because parents are the first educators to directly interaction with their children. Children's education is not only about how children can go to formal schooling, but also how parents behave as primary and first educators. In the education of cattle breeders in general they educate and guide their children about morals, religion, economics, and culture, especially about economics, cattle breeders give more awareness to their children that in a day's life not be separated from the word money, so the child is aware of it, and they prefer to help parents fulfill their daily needs rather than going to school.

## **METHOD**

This research was carried out in the Pojok Girang village of Cikahuripan Village, Lembang District, West Bandung Regency. The reason for choosing this place was because the majority of the people in Pojok Girang villages made a living as cattle breeders, and there were many children who dropped out of school. Thus, the researchers chose in Pojok Girang to describe how the informal education process was carried out by the cattle ranch families and the farmers' views on children's education.

Data collection techniques used (1) Observation (2) interviews and (3) documentation, this research could not be separated from the analysis of data as follows: (1) data collection (2) data reduction (3) data presentation and (4) conclusions.

## **RESULTS AND DISCUSSION**

### **Results**

Our farmer families have the view that education for children is not so important, they only send their children to be able to read and write, so that their children have the provision to not be fooled by others.

Many parents still think that education is only limited to equipping their children to be able to read and write. The results showed that 95.24% of respondents thought that education was useful so that children could read and write.

Parents who only have an elementary school education or have never attended school tend to be less appreciative of the importance of education for children. They assume that sending their children to a higher level certainly requires a long process and requires no small amount of money. Many parents of cattle breeders also have children who are better addressed to real things such as helping parents both at home and in the garden, and for girls who have reached the age of adolescence they should be married.

Some families of cattle breeders also have the view that education is very important, because education will affect the lives of children being bullied later on and can change the family economy for the better, when the children get good jobs later, the lives of children and parents will be better and prosperous. Another factor that influences the education of children of cattle breeders is one of them is the lack of interest from their children to continue their education and lack of economy so that many drop out of school.

In accordance with Agus's (in Durandt, Bidjuni & Ismanto, 2015) expression that parents have the view that education is an important matter, but it is influenced by a low level of

parental education and a less supportive economy, so the importance of education is only described for education.

**Discussion**

The family environment is the first educational environment, because in this environment first the child gets education and guidance, it is also can be said to be the main environment, because most of a child's life is in the family, so the education most received by children is in the family. The main task of the family for children's education is morality and religious outlook on life. The nature and personality of the child is largely a reflection of both his parents and other family members.

The role and function of parents in family education is part of informal education. In the National Education System Law Article 23 (Departemen Pendidikan Nasional, 2003) paragraph (1) it is stated that: Informal education activities carried out by families and the environment are in the form of independent learning activities. The family is one of the organizers and users of educational outcomes, therefore family education is an asset that must be empowered in order to improve the quality of national education.

Parents should provide education since early childhood, education provided can be in the form of education about religion, compassion, social culture, reproduction, economics and others. Education is very influential on the growth and development of children, especially understanding of economics, a child begins to be introduced to the economy and begins to learn the concept of economic education such as making choices and fulfilling his needs in the family environment early on.

A discussion about early childhood would also mean that we need to define the framework so that discussions stay on track. Every child grows and develop in a different manner—i.e. in their own pace. Despite so, children generally reach certain milestones in their life roughly at the same time, so our discussion framework will divide the stages of a child’s development based on those certain milestones. Understanding these stages might help us pertain the chance to better understand a child’s potential and what sort of education might be best for them.

The following table illustrates such stages, grouped by age groups.

**Table 1.** Childhood development stages

Stage	Description
<b>Birth to 3 months</b>	Often called ‘newborn babies’, they face new changes and developments on each passing day. They learn to stretch, kick, grasp at things with their finger, and respond to loud noises. They also: <ol style="list-style-type: none"> <li>1. Begin to smile and visually track people and objects;</li> <li>2. Tend to pay more attention to faces and bright colors;</li> <li>3. Gurgle;</li> <li>4. Coo;</li> <li>5. Listen to sounds;</li> <li>6. Start to reach for and discover their hands and feet;</li> <li>7. Lift their head when they are not on their tummy; and</li> <li>8. Cry over everything, need parental comfort.</li> </ol>

Stage	Description
<b>4 to 6 months</b>	<p>A child, in this phase, learns to be more social and develop purposes for her movements. They might learn to grab hair or hold a toy. They also tend to sleep longer, laugh more, squeal—especially when happy—and blow bubbles, and is generally more social. They also:</p> <ol style="list-style-type: none"> <li>1. Imitate sounds they hear;</li> <li>2. Explore their hands and feet;</li> <li>3. Sit on the couch or easy chair;</li> <li>4. Like to roll over, scoot, and bounce;</li> <li>5. Grasp things without using thumb;</li> <li>6. Put things in their mouth.</li> </ol>
<b>7-12 months</b>	<p>In this stage, a baby starts to move around more—rolling over, crawling, standing, and a lot of cruising. They love to test their strength and try to pull themselves up from the floor to stand against objects. They also:</p> <ol style="list-style-type: none"> <li>1. Take their first steps;</li> <li>2. Love children songs, moving and dancing to it;</li> <li>3. Play (peek-a-boo, for instance) and wave goodbye;</li> <li>4. Understand frequently used words, such as their name;</li> <li>5. Say their first words;</li> <li>6. Bang and shake objects;</li> <li>7. Can find hidden toys and put things in containers;</li> <li>8. Can sit by themselves;</li> <li>9. Go in motion anywhere they can.</li> </ol>
<b>1-2 years</b>	<p>Children at this age becomes more aware of their own behavior as well as their surroundings. They are eager to learn and communicate through words and facial expressions. They also:</p> <ol style="list-style-type: none"> <li>1. Talk a little and understand fundamental words and ideas;</li> <li>2. Love stories;</li> <li>3. Pretend games;</li> <li>4. Love riding toys;</li> <li>5. Can walk, climb stairs, and run;</li> <li>6. Like to scribble and read books;</li> <li>7. Use eating tools such as spoons and fork;</li> <li>8. Can solve simple problems and tend to show their proudness of doing so;</li> <li>9. Have some friends.</li> </ol>
<b>2-3 ½ years</b>	<p>Toddlers at this age begin developing their distinct personality. They experience big changes in their social, intellectual, and emotional abilities. Parents dealing with children at this age often concern themselves with their safety—teaching them not to put things in their mouth and not leaving them unattended for long periods of time. Children at this age:</p> <ol style="list-style-type: none"> <li>1. Learn new things;</li> <li>2. Gain a substansial boost to their vocabulary, repeating words they often hear;</li> <li>3. Run everywhere;</li> <li>4. Brush their teeth;</li> <li>5. Wash their hand;</li> <li>6. Wash their face;</li> <li>7. Get frustrated easily;</li> <li>8. Try to act more independent;</li> </ol>

Stage	Description
	9. Draw a circle; 10. Name a color; 11. Put on their shirt—even though its backwards.
<b>3 ½ to 5 years</b>	This is the stage where children start interacting with others, an ideal phase to enroll them to daycare and playgroups. Experiences gained at this age will teach them to develop their own personality, and will have them learn to express their emotions beyond just opening their mouth and wailing. They can also follow simple directions—whether they <i>will</i> remain a different matter entirely—so parents usually find their children doing simple chores at home. They will love helping out and thinking they are making a difference. Children at this stage: <ol style="list-style-type: none"> <li>1. Have a longer attention span;</li> <li>2. Act silly, boisterous, and perhaps use foul languages learned through their interaction with the environment;</li> <li>3. Ask lots of questions (many Indonesian parents are annoyed by this);</li> <li>4. Like to play with friends and disdain losing;</li> <li>5. Learn to share stuffs and take turns.</li> </ol>
<b>5-8 years</b>	Dubbed as “middle childhood”, children on this stage brings a lot of their own change and developing independence. For instance, they can dress themselves, likes to have their own friends, and develop social skills. Physical changes happen as quick as they become ready to explore more. This is a phase where children gain confidence with his friends, at school, or at life in general. Children in this stage: <ol style="list-style-type: none"> <li>1. Are curious about people and how the world works, linking chunks of knowledge and begin to understand concepts;</li> <li>2. Are interested in numbers, letters, reading and writing;</li> <li>3. Have more confidence in their physical skills;</li> <li>4. Express feelings and cope by their words;</li> <li>5. Like activities done by grown-ups;</li> <li>6. Like to meet and play with more kids cooperatively.</li> </ol>

From the findings of the results conducted by researchers, the process of informal education that occurs in the family of cattle breeders in general parents educate and guide their children since childhood by teaching about religion in terms of learning the Al- Qur'an and praying 5 times, as well as when children start to school the parents also reminded their children to study hard and do the assignments given by the teacher at school. In line with the growth and physical development of children, parents in the allegation and obligation to educate their children by guiding their children to become filial children to both parents, and continue to monitor the development of their children to become children who can get along well with their neighbors.

The parents or we can say cattle ranchers have school-age children, but drop out of school, so that children only get education from their parents and the surrounding environment, causes of dropping out due to lack of understanding of the importance of education for children, daily economic costs and children from cattle farmers choose to help their parents in fulfilling their daily needs rather than going to school.

The children of Cattle breeders are more concerned with the life they live now than life for the future, they prefer to help parents fulfill their family's economy, in this case work and

help take care of their parents' cows, so that they ultimately make money to meet their daily needs.

In this situation, it might have been beneficial if children of cattle breeder families are well-versed in the fundamentals of entrepreneurship. This is specifically important for entrepreneurship education aims to develop, plant, and guide the future entrepreneurs. If these children have adequate entrepreneurship skills—least, the fundamentals—they might have what it takes to contribute to their household welfare. In the same time, the education of entrepreneurship might open the families' perception about formal education; thus, this might also lead to the children being enrolled to formal schools and families putting their best endeavor to being well-versed in their profession.

Entrepreneurship education drives human to become the best in the community they live, providing skills to cleanse negative attitudes, increasing their power to compete, enabling the development of rational and productive thinking. Cattle breeder families play important parts in taking decisions to start their own business. In this manner, it is interesting to note that opening entrepreneurship education to early childhood is possible; it is more effective. China, for example, is known to have been educating their children into becoming entrepreneurs—having good mental quality, smart, creative, waking up early, being enthusiastic, adequate problem-solving skills, and never giving up. Responsibility, creativity, and the ability to make decisions will flourish in children if entrepreneurship education influences their early stages.

Such attitude will become their fundamentals of reaching a successful life when they grow up to be an adult. While formal education relies heavily on teachers, families play no less important part in childhood growth and development. Schools enable the development of skills, attitude, and knowledge children might need to face the reality they live in, while those qualities will rely upon parental support at home.

Ultimately, education will not merely be limited to providing skills children might need to read and write. Facing the 21<sup>st</sup> century requires more than just reading and writing—it demands attitude, skills, and knowledge so that a child can survive once they grow up to be an adult. The 21<sup>st</sup> century skills serve as a framework for them to identify what they need to face the 21<sup>st</sup> century, driven also by the fact that Indonesia is heading toward the 4.0 Industrial Revolution. Thus, families, especially cattle breeder families, will need to adapt to the changes and revamp their household education if they were to provide their children all they need to compete and survive living in the present age.

## CONCLUSION

The educational process that occurs in the family of cattle breeders in general, parents educate and guide their children early on in the form of religious, moral, economic and personality traits that are good in accordance with the child's physical development.

Parents / cattle ranchers have the view that education is less important, they send their children only to the extent of being able to read and write, they are more direct when their children have started to grow up to help parents, not infrequently they marry off their children and strengthen their desires. and the interest of parents not to send their children to a higher level.



But there are also some parents who consider education to be very important, the reason being that their children's education will get extensive knowledge and will find it easy to get a good job, which will change the economic level of family but in their parent / cattle ranchers often it is costly, and the factors of the children themselves tend not to go to school.

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