


THE ANALYSIS OF FORMAL AND INFORMAL LEARNING IN
CROSSOVER LEARNING STRATEGY TO STUDENTS' ACTIVENESS
AT SMP NEGERI 29 MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 23, 2022 Revised: October 23, 2022 Accepted: January 12, 2023 Published: April 15, 2023</p> <p>Keywords: Formal and Informal learning Crossover learning strategy Students' Activeness</p>	<p>This research aimed to analyze the crossover learning strategy in student activeness. The researcher used descriptive qualitative method. The subject of this research was the Seventh grade students at SMP Negeri 29 Makassar. The researcher used an observation and interviews as instruments to collect the data in this research. Based on the results of the study, the results showed that the types of formal and informal learning in students' crossover learning strategies were formal learning carried out in the classroom while informal learning was outside the classroom (done at home). The implementation of the crossover learning strategy in the learning process is very helpful in achieving the learning atmosphere desired by teachers and students connecting formal (in the classroom) and informal learning (at home) so that students are able to play an active role in the learning process, students are also required to seek more information so that the material conveyed in more detail and clearly and able to solve problems, students are also able to answer questions and discuss with their friends. In this case students are more motivated, more disciplined in learning and responsible.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Learning and teaching after pandemic covid-19 is a new habit for teachers and students. Teachers and students must work together to make the teaching and learning process innovative, comfortable, and easy to understand. In this case, the teacher must determine what methods and strategies are most suitable to be applied to the teaching and learning process. According to Senjaya, 2008, learning strategies are a learning activity that must be

completed by both teachers and students in order for learning to be effective and efficient. So it can be said that the learning strategies is a starting point or point of view on how to manage the process of learning activities and behavior of students so that they can actively carry out learning tasks in order to achieve the learning goals that have been set. Learning from home makes students less enthusiastic and less getting knowledge transfer, this must make the teacher make the learning system more comfortable and innovative so that students are not bored, and are more enthusiastic in learning.

The above case, the researcher provides a way to help students and teachers to make the learning process more innovative, and fun. In the teaching and learning process, crossover learning is one of the most effective and innovative pedagogical learning strategies. According Chaeruman: 2020 the basic idea behind the crossover learning approach is to combine formal learning in the classroom with informal learning outside the classroom. **Crossover learning** is defined as learning that combines formal (institutional) and informal (self-directed) learning (family, community, or historical places). Group learning is subjected to crossover learning. Learning by gaining some knowledge at school is referred to as (formal learning); learning by gaining knowledge outside of school, at home, or in the community is referred to as (informal learning). Formal learning is inherently an advanced learning process with systematic and obedient rules. Informal learning is a learning process that develops through learning outside of the institution through a variety of activities. People in formal education are aware of how far they have progressed and are aware of their objectives. So far, formal education has occurred in schools, with classroom learning based on a syllabus, and the curriculum must be structured and gradual in education. Informal learning occurs at home, in the community, among friends, in homeschooling, in private, and in other settings. However, because Indonesia is currently learning at home, this crossover learning is well suited for the application. Innovative learning must be able to make students more active in learning and apply what they get in everyday life. Sardiman (2011) states that everyone who learning must be active on their own, without any activity the learning process will not happen. Students are said to understand in learning when they are able to transfer and share what they get. Especially in today's world where the learning system is carried out at home, this greatly triggers student inactivity. Informal learning is a learning process that is carried out outside the school environment such as the family environment (home), in parks, libraries, museums, and cafes.

According to Axin (Suprijanto, 2009:8), informal learning is a learning process that is carried out independently both in the family and other environments and is carried out consciously and responsibly. According to Beckett and Hager (2002), they argue that **Informal learning** requires a mixture of different opinions from individuals such as intellectual knowledge, self-directedness (self-learning), and self-efficacy (self-efficacy). Formal learning can occur in situations where the activities of the learning process are not the main goal but can be active by certain situations. Informal learning occurs as a result of existing and developing activities such as group problem solving, hypothesis testing, mentoring, and coaching, because informal learning is very important formed from our learning experiences, where learning occurs through various ways such as group work, character visits, and visits Museum.

Crossover learning is finding space to bring informal learning into has the potential to enrich knowledge with experience or connect formal and informal learning (Inovating Pedagogy 2015 : 11). According to the innovating pedagogy, open university: 2015 Crossover learning has several components. That is:

a). crossover learning views learning as taking place across settings and contexts, in a learning ecosystem Learning across setting X, the context of teaching with the learning process does not have to be in the classroom (formal) but can also be outside the classroom (informal) and then combined.

b). Crossover learning helps learners to connect experiences gained throughout the learning ecosystem Helping students to link experiences gained outside of school into the entire learning ecosystem of knowledge X experiences.

c). Crossover learning helps students to transfer information and experiences across settings. Helping students to transfer information and experiences, Students are said to understand that is when they have transferred their knowledge, apply what they learn, and transfer information X experience.

Based on the above review, this research focuses on “The analysis of formal and informal learning in crossover learning strategy to students’ activeness at SMP Negeri 29 Makassar”.

RESEARCH METHOD

In this research, the researcher used a descriptive qualitative method to analyze formal and informal learning in crossover learning to students' activeness at SMP Negeri 29 Makassar. The researcher used descriptive qualitative because wants to describe and analyze how crossover learning strategy are able and more effective in increasing student activity in the learning process.

The subjects of this study were the teacher and students of seventh grade at SMP Negeri 29 Makassar in the academic year 2021-2022. In this study, the researcher used a purposive sampling technique, because the class that was used as the research sample was a class that had the characteristics of being less active in that class. The researcher took class 7.7 as a sample. However, the school had limitations in face-to-face implementation and students had to keep their distance, so in each class the students were divided into 15 people.

Researchers used observation and interviews as research instruments. By using observation, we known and saw firsthand the learning process that has become the object of research and has obtained facts according to reality. As for the interview, by conducting interviews with participants, we have known their answers, and got answers in depth and broadly and are not bound. That by using observations and interviews it is easier to analyze formal and informal learning in crossover learning for student activities at SMP Negeri 29 Makassar.

FINDINGS AND DISCUSSION

Findings

1. The types of formal and informal learning in crossover learning strategy to students' activeness

The types of formal and informal learning that are applied in schools are inside the classroom and outside the classroom, namely at home, according to the results of the research collected. Teacher and students were first asked about the types of formal and informal learning and student activeness through interviews and following are the teacher and students' responses:

a. What types of formal and informal learning do you provide to students?

The teacher answer: *For formal learning, of course, our implementation is carried out in a school environment in the sense that learning is carried out in the classroom where the material is based on the curriculum that will be given to students, for its implementation as usual, it's just limited by time so the teacher must maximize learning, starting from explaining the material, providing understanding to students, and giving assignments where the task will be discussed again in class. While informal learning, in this case the implementation outside the classroom, is carried out independently of the students because of the emergence of awareness of responsibility as students in implementing it. but for now, informal learning is carried out in the family environment (home) so that parents play an important role in the education of their children, in giving students assignments to do their assignments at home both individually and in groups based on their knowledge and experience, after that they return to class to present and discuss their findings at home so that it trains students' responsibility and activeness.*

The type of formal and informal learning applied by the teacher, namely in the classroom and outside the classroom (house). learning in the classroom is done to explain the material to students, provide examples, and provide opportunities for students to ask questions related to the material being taught, after that students are given assignments to do at home by observing things around them to solve problems (get answers), and then students return into the class to explain the results of their work and discuss with the teacher and friends.

b. Does crossover learning help you understand better in class and outside the classroom? (Q.3)

The students answer

(Q3.1): *"Yes very helpful. Because with crossover learning I know a lot of learning from what I didn't know to know".*

(Q3.2): *"Yes, because I understand better and the teacher's explanation is very good and made me understand".*

(Q3.3): *"Yes, because it can better understand the lesson".*

(Q3.4): *"Yes. Because learning English the explanation is very good".*

(Q3.5): *"Yes, because I understand more about the day, date, and month."*

(Q3.6): *"Yes, because they know the material and get good knowledge".*

(Q3.7): *"Yes, because the lessons are very clear and easy to understand".*

(Q3.8): *“Yes, by studying in the classroom and outside the classroom, it makes me understand better. And learning time is the main thing”.*

(Q3.9): *“Yes, because it can make learning better inside and outside the classroom”.*

(Q3.10): *“Yes, because we can communicate and combine 2 languages in communicating, and if we don't understand we can ask the teacher about the material being taught “.*

(Q3.11): *“Yes, because they can understand what the teacher is explaining both inside and outside the classroom”.*

(Q3.12): *“Yes, because it's easy to understand”.*

(Q3.13): *“Yes, because the explanation is clearer and easier to understand”.*

(Q3.14): *“Yes, because by studying we can understand well”.*

(Q3.15): *“Yes, because getting a better understanding and learning is very good”.*

Based on the results of student interviews that by using the crossover learning strategy students are able to better understand the material well in the classroom and outside the classroom. In the classroom the teacher gives students the opportunity to read the material before the teacher explains, after that the teacher explains the material to the students so that students understand the material being studied, then if there are still students who do not understand the material, the teacher explains slowly and gives concrete examples. so that students understand easily, after students understand the material it is time for the teacher to ask questions and test students' understanding of the material being studied whether students really understand the material or not. Outside the classroom or at home students are given assignments to do at home, look for answers at home by utilizing objects around where their assignments will be discussed again in class regarding their findings at home, because students are said to understand when they have transferred or shared their findings and discuss with other friends. Therefore, it is easier for students to understand in the classroom and outside the classroom well by using the crossover learning strategy.

2. The Implementation of crossover learning strategy in SMP Negeri 29 Makassar

To find out how the implementation of the crossover learning strategy at SMP Negeri 29 Makassar, the researchers collected data through interviews with teachers and students directly, and at the end the researcher made observations in the classroom during the learning process.

a. *How are students active in working on and presenting and answering questions from the teacher regarding the tasks given to students when applying the crossover learning strategy?*

The teacher answer: "At the time the presentation of student material was very interactive, ask and answer if I asked a question they were very enthusiastic about answering then almost 85 percent of them collected their assignments. Regarding presenting, I haven't done much presentations but if I ask them to write their answers in class they are very enthusiastic."

Based on the situation and conditions in the class, it is true that the teacher has not fully provided opportunities for students to present their assignments due to time constraints, but if the teacher asks questions to students, students are very enthusiastic in answering the questions given, not only answering questions but students also discussing inside classes related to the material being taught.

b. *What do you think about the Crossover learning strategy, are students more enthusiastic and happy when the school implements the Crossover learning strategy (formal and informal)?*

The teacher answer: "It's nice, especially the current conditions that demand us and like it or not, this is implemented in schools, because learning at school is limited and then continued at home and we really need cooperation with student parents to be able to control children at home, so it will appear that this child get support from their parents, they are more enthusiastic about doing their work, so apart from being at school we encourage them to do their work at home. We usually call parents or there is an association group where this group is specifically for parents of students. please be accompanied and the children are motivated to complete their assignments, so at this time it is true that crossover learning must be carried out and this will be successful if there is cooperation between teachers, students, and parents to motivate and monitor their children reopening the learning they get at school."

Seeing the current conditions, the teacher feels that the crossover learning strategy is very suitable to be applied at this time, where the situation really requires us to do learning in class or school (formal) and also at home (informal).

To analyze the implementation of the crossover learning strategy on student activity, researchers have collected data by observing in class as follows:

a. Listening / paying attention to the teacher's explanation. (Real assessment)

After observing the learning in the classroom, the researcher found that students were very active in paying attention to the material presented by the teacher, of course this was one of the factors that made students active in class because by paying attention to the teacher's

explanations students were able to know the material well and gain understanding related material.

b. Read and look at contextual problems in student books, ask questions to the teacher if they do not understand the problem. (Constructivism, discovering, Ask)

Based on the research conducted, the researchers found that students at SMP Negeri 29 Makassar in terms of reading and observing problems were very good, in learning students were trained to read the material and were given the opportunity to ask questions before the teacher explained the material to be studied. Not only reading material outside of learning hours, before the lesson starts, students are given 15 minutes for literacy activities so that students have been trained from the start in their ability to read and ask questions.

c. Try to answer when the teacher asks questions during classroom learning. (Real assessment, constructivism, discovering)

Based on the results of observations made by researchers. Students in carrying out student learning are almost able to answer the questions given by the teacher, it's just that there are still a few students who dare to raise their hands and appear in front of the class, some of them answer simultaneously. Maybe because students are still a little less confident even though this is able to train their confidence in expressing opinions. But overall, they are active and have a good spirit.

d. Work on LKPD in groups (learning community)

The results of the observations of researchers in doing group assignments, students are very active, students are able to work well together, take responsibility for each other and have good communication to give each other opinions.

e. Discuss or compare answers with a group of friends (Society learns, discovers).

Overall students are able to compare answers with their group mates, discuss and exchange ideas. If there is a friend who does not understand, the other friend will explain again regarding the task given.

f. Delivering answers/providing responses in class discussions (Modeling)

Students are very enthusiastic in presenting the results of group assignments given by the teacher in front of the class, other students also provide their responses, correcting if something is wrong or does not understand. So, students are able to express their opinions regarding the results of the assignments from the groups concerned

g. Expressing important ideas that have been learned (Reflection)

Overall students are able to express ideas, responses and answers related to questions and tasks that have been given by the teacher. The teacher also reflects back on the material that has been studied and provides a stimulus to students so that students understand the material being taught

h. Enthusiastic and feel happy in participating in learning (Assessment real)

The students of grade 7.7 as a whole are very enthusiastic and happy in learning English. They are very active in class, and if something is not understood they immediately asked the teacher.

Discussion

The discussion of the research is based on the result of student's observation and interviews that have been conducted by researcher with several questions to determine the crossover learning strategy effective to students' activeness at SMP Negeri 29 Makassar. The Researcher found crossover learning strategy is very effective and efficient to student activeness.

According to Lubis (2017) Learning is a conscious and deliberate effort by the teacher to make students learn actively in developing creative thinking. From the teacher's point of view, the teacher is one of the most important factors in realizing comfortable and good learning so that the needs of students can be met in the classroom (informal), moreover at this time schools are carrying out restrictions at school (formal), so the rest of the students are expected to study at home. Teachers also not only convey and transfer knowledge or lessons to students but are also required to continue to give their best to meet student needs, such as psychomotor needs, physiological needs, emotional needs, the need for comfort and safety, the need to be appreciated and loved, this is can greatly strengthen the relationship between teacher and student. So that students will feel comfortable, motivated and have confidence in learning so that students are able to answer questions given by the teacher, discuss, and be more active in English learning.

CONCLUSIONS

The data collected and analyzed in this study were used to answer research questions. This study attempts to analyze the types and the implementation of the crossover learning strategy to student activeness in the teaching and learning process for grade 7.7 at SMP Negeri 29 Makassar. The researcher concludes that in the learning process carried out by teachers and students have utilized the teaching and learning process using a crossover learning strategy well, this can be seen from the collaboration between teachers and students in the learning process, the learning atmosphere is more fun because it combines classroom learning (formal) and learning outside the classroom (informal), students are able to be confident to express opinions and be active in discussions with fellow students. Therefore, a crossover learning strategy can be developed to encourage students to be active in the teaching and learning process.

The implementation of the crossover learning strategy in schools is very helpful in the learning process, because learning at school is limited and then continued at home for students to be more active, and responsible for doing assignments and learning inside (formal) and outside the classroom (informal). By combining formal and informal learning to make students more comfortable, effective and active in the learning process, in a crossover learning strategy students can understand the material if the student is able to transfer or share what they get and know with friends. Therefore, the implementation of the crossover learning strategy is very helpful in the learning process carried out at SMP Negeri 29 Makassar.

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