



## How Formal and Nonformal Education Shapes a Student: A Case of Minke from Pramoedya A. Toer's Buru Tetralogy

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### ABSTRACT

**Objective:** The study aims to investigate the interplay between formal and non-formal education and their cumulative impact on the character development of Minke, a central figure in Pramoedya Ananta Toer's Buru Tetralogy. **Method:** Drawing upon a comprehensive analysis of the tetralogy, the research meticulously examines Minke's educational experiences within and outside the institutionalized academic framework. By categorizing and evaluating his cognitive skills, linguistic proficiencies, and cultural identities acquired through formal education, juxtaposed with his extracurricular engagements and interactions outside the school, the study provided a nuanced portrayal of Minke's holistic learning journey. **Results:** The findings underscore the pivotal role of both formal and non-formal educational paradigms in shaping Minke's multifaceted persona. While formal education endows Minke with foundational skills and introduces him to European intellectual traditions, non-formal experiences enrich his character by exposing him to diverse societal challenges, fostering critical thinking, and nurturing a voice against colonial oppression. The synergistic integration of these educational modalities emerges as instrumental in molding Minke into a discerning, empathetic, and critically astute individual, distinctively depicted across the tetralogical narratives. **Novelty:** Contrary to prior singular emphases on formal or non-formal education, this research presents a holistic exploration that underscores the complementary nature of both educational realms in character development. The nuanced analysis provides fresh insights into the transformative potential of integrating diverse educational experiences, emphasizing their collective influence on individual and societal narratives as depicted in literary representations.

### INTRODUCTION

Resnick (1987) presents a bifurcation of an individual's educational experiences into two overarching and interrelated domains, each augmenting the other in cultivating knowledge, competencies, and character. These domains encompass formal education, predominantly institutionalized within educational establishments, and non-formal education, manifesting outside the traditional scholastic environment. Slabko (2019) expounded that formal education is characterized by structured classroom settings delineated by physical boundaries, emphasizing cognitive processes and learners' analytical endeavors. Within this realm, students are furnished with diverse knowledge paradigms; methodological reasoning approaches, and strategies for introspective reflection and contextual integration of acquired knowledge (Akgun & Kaya, 2020; Khasawneh et al., 2023; Nückles, 2021, 2021; Simoes et al., 2021).

Conversely, non-formal education accentuates experiential learning, fostering tangible and intangible competencies and refining character attributes. Within this framework, "experiential learning" denotes students' immersive engagements in authentic societal milieus, transcending mere conceptual engagement to embody

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