



Received : July 25, 2024
Revised : December 20, 2024
Approved : December 27, 2024
Published : December 31, 2024

IMPLEMENTATION OF NONFORMAL EDUCATION MANAGEMENT ACCOUNTING PROGRAM IN THE EAST JAKARTA REGION

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Abstract: Education is a conscious and planned effort to create a learning atmosphere that allows students to have spiritual potential, self-control, personality, develop intelligence, noble character and skills. Education cannot be separated from humans and plays an important role in developing individual intelligence and abilities so that their development runs well. Non-formal education programs have the same important position as formal education in development. According to Law Number 20 of 2003, the management of non-formal education in Indonesia is also in the spotlight because there are still problems occurring in the field, such as lack of coordination, scarcity of professional educators, and low learning motivation. The purpose of this research is to find out how planning, organizing and evaluating institutions carry out accounting programs. The research method uses qualitative methods. The research subject is addressed to participants, instructors and managers. The research results show that management is carried out well, this refers to planning, organizing and evaluating well.

Keywords: Education, Management, Non-formal Education.

INTRODUCTION

Education is a conscious and planned effort to create a learning environment that allows students to develop spiritual potential, self-control, personality, intelligence, morality, and skills. Education plays an important role in developing an individual's intelligence and abilities to support optimal development (Fatonah, 2009). Education can build civilization by improving the quality of education so as to produce quality human resources (Nurihsan, 2016). Thus, humans need to continue to gain lifelong education. Non-formal education programs have the same important position as formal education in development. According to Law Number 20 of 2003, non-formal education is an educational path outside formal education that is structured and tiered, organized for people who need educational services as a

substitute, adder, and complement to formal education to support lifelong education. People need non-formal education to complement their learning needs that are relevant to the reality in their environment. Non-formal education programs are usually related to the world of business, industry, and employment. In addition to functioning as a complement, non-formal education also plays a role as an educational enhancer in schools, providing opportunities for students to explore subjects of interest (Maryance et al., 2022).

Based on BPS data, DKI Jakarta is one of the metropolitan cities in Indonesia, where its population reaches 10.6 million people per year 2023 with a labor force of 5.43 million people as of August 2023. Having a large workforce is certainly an advantage for Jakarta, but of the 5.43 million people in the

labor force, there are 682 thousand people who do not graduate/graduate from elementary school, 687 thousand people who graduate from junior high school, and 2.6 million people who graduate from high school. The quality of human resources in Jakarta still needs to be improved for optimal work results. Non-formal education is important for developing skills that are beneficial to industry. However, although many non-formal institutions are developing, their quality is still low due to lack of facilities, competent educators, and outdated curriculum. Good management is needed so that the activities of the course institution run smoothly. (Fatiannis, 2017).

PNF or Non-formal education is basically education that is carried out outside of school (Puspito et al., 2021). Non-formal education can be carried out in a structured and tiered manner, as is usually done in mosques, Islamic boarding schools, and others. In addition, there is also non-formal education that functions as additional education to improve skills and so on. Non-formal education is generally designed for individuals who need an addition, replacement, or complement to formal education. The goal is to develop the potential of learners by focusing on their mastery of knowledge and personal development. (Syaadah et al., 2022).

Education Management is the process of planning, compiling, implementing, and supervising in managing education (Setiawati et al., 2022). Management or management of non-formal education is a management based on the principles of non-formal educational institutions, including planning, organizing, directing, and supervising to achieve the goals of non-formal education so that it is efficient and effective (Maryance et al., 2022). Non-formal education management can be defined as a series of activities that include planning, organizing, controlling, and evaluating non-formal education programs to achieve predetermined educational goals (Ramatni, 2023). According to (Rahmat, 2018), the activities of this management function are

necessary to achieve the goals of non-formal education through planning, organizing, monitoring, evaluating, and controlling resources. Furthermore, the concept of non-formal education management according to (Mara & Thomson, 2021) It involves the continuation of non-formal education with clear goals and objectives, the effective use of human resources and materials, and the coordination of roles and responsibilities within the organization. In addition, effective motivation and evaluation are also an important part of this management. From the concepts presented by the experts above, there are several differences and similarities so that researchers can conclude that the management or management of non-formal education is an activity of planning, organizing, and evaluating activities to achieve the goals of non-formal education that have been set.

Planning theory provides a framework for organizing educational activities to run as expected, planning involves setting clear goals, identifying goals, developing curriculum, allocating resources, scheduling activities, and effective coordination (Ramatni, 2023). Planning begins by setting goals by considering the needs of participants, related parties, learning facilities, relevant materials, and costs. Planning steps involve: (a) setting program objectives; (b) selection and organization of learning materials; (c) the preparation of program implementation strategies; and (d) determination of the method of evaluating program results (Irmawita, 2018). Program planning includes identifying the learning needs of participants to find out what is needed. In addition, preparing tutors is important so that the implementation of non-formal education is in accordance with the goals. (Mustangin et al., 2021). Planning can be understood as the process of determining the goals to be achieved, setting the steps that need to be taken, and allocating organizational resources to achieve those goals effectively and efficiently. From this explanation, there are three main activities in planning: first, setting goals to be achieved;

second, planning actions to achieve these goals; Third, identify and allocate the necessary resources. (Yusuf & Maliki, 2021).

Organizing is a management function that involves dividing tasks and organizing resources to complete them. This function includes: (1) determining the responsibilities and authority for each position, and (2) grouping those positions into specific sections. The result of the organizing function is the organizational structure. (Rahmat, 2018). In addition, organizing involves organizing and managing resources including facilities, teaching staff, and equipment so that the program runs smoothly. It also involves building networks with relevant parties, such as government agencies, community organizations, and industry partners (Ramatni, 2023).

Educational Evaluation is an action or activity to determine the value of education, so that the quality or results can be known. Evaluations that are carried out on an ongoing basis will open up opportunities for evaluators to make estimates. In a program, there are three terms that are often used in evaluation, namely tests, measurements, and assessments. The test becomes the narrowest part of the evaluation. Tests are one way to assess the magnitude of a person's abilities indirectly, namely through a person's response to stimuli or questions. Tests are one of the many tools to measure a program by gathering information about the characteristics of the object, such as students' abilities, attitudes, interests, or motivations. The test taker's answers reflect their abilities in a particular field. (Rahmat, 2018).

Non-formal education in Indonesia faces various problems, including the trust gap between formal and non-formal education. According to the Deputy Chairperson of Commission X of the House of Representatives of the Republic of Indonesia, Hetifah Sjaifudian said that the gap between formal and non-formal education is becoming clearer. "The authority of the Ministry of Education and Culture must

think about this. Because the budget for non-formal education continues to erode, lagging far behind formal education which is indeed well allocated in the State Budget and Regional Budget," he explained, launching from dpr.go.id, Friday, July 7, 2023. On that basis, Hetifah Sjaifudian asked that the government also pay attention to non-formal education because the presence of non-formal education can provide knowledge to all people who are no longer young. With the budget gap that occurs, it will certainly result in a lack of management quality from non-formal education providers, which includes the lack of adequate facilities and equipment to meet the learning needs in non-formal education. In addition, in terms of management or management of non-formal education in Indonesia, it is also in the spotlight because there are still problems that occur in the field such as lack of coordination, scarcity of professional educators, and low motivation to learn (Maryance et al., 2022). From this, of course, if non-formal education is managed properly, it will be an alternative step to improve the competence of community expertise. Although non-formal education has been recognized as one of the strategic alternatives in improving professional competence in the field of accounting, research on the management of this program is still limited. Most previous studies focused more on the effectiveness of learning outcomes or curriculum development, while aspects of management implementation, such as planning, organizing, and evaluating program strategies, were still less explored. What's more, studies linking the management of non-formal education to the needs of the accounting industry and the challenges of the digital age, such as the integration of technology, are hardly found. Therefore, this study intends to fill this gap by exploring the implementation of accounting program management in the context of non-formal education that is relevant to the needs of the current world of work.

The purpose of the research to be revealed in this study is to find out how the

Organizational Planning, Evaluation/Assessment carried out by this accounting program institution. The results of the research are expected to contribute insights and information related to the Implementation of Non-Formal Education Management of the Accounting Program for experts, managers, and researchers in the future. So that it can be used as input material for further research.

RESEARCH METHODS

This research was conducted at the Pasar Rebo Industrial Development Job Training Center, East Jakarta. Data collection in the field will be carried out for 20 days from May to June 2024. Although it is relatively short, with this time it is enough to get the data needed. In addition, from the beginning, the process to the completion of this research took 6 months Using a qualitative method with a descriptive approach, sampling of data sources was carried out in purposive and snowball (Anggito & Setiawan, 2018).

Primary data is research data obtained directly from the original source or without intermediaries (Murdiant, 2020). The primary data used in this study is the Head of PPKPI, who was asked about the Management of Non-Formal Education from the aspect of management functions, namely Planning, Organization, and Evaluation or assessment carried out by PPKPI as a Non-Formal Education Institution. Another source of primary data is PPKPI Instructors, the researcher asked about the situation or state of non-formal education management carried out by PPKPI. Meanwhile, secondary data is obtained through documents that cover the problem (Abdussamad, 2021). Secondary data sources in this study are those sourced from PPKPI Participants and other supporting documents related to the management of non-formal education at PPKPI.

Data collection techniques use four main techniques in data collection: interviews, observations, documentation, and triangulation (Suggestion, 2014). The subjects of this study are Participants, Instructors, and Training Managers.

RESULTS AND DISCUSSION

Findings

The Industrial Development Job Training Center (PPKPI) was established in 1953 with the initial name of the Job Training Center (PLK). In the 1960s, PLK aimed to provide training to job seekers, former fighters, and employees of other agencies to have skills according to the needs of the times. PLK changed its name to PPKPI based on the Governor's Decree Number 15 of 2013. Since the Governor's Decree Number 160 of 2002, PPKPI has become a Regional Technical Implementation Unit (UPTD) under the DKI Jakarta Provincial Government, responsible to the DKI Jakarta Provincial Manpower and Transmigration Office.

PPKPI (Industrial Development Job Training Center) exists because it has a clear legal basis, namely based on the Regulation of the Governor of the Special Capital Region of Jakarta Number 340 of 2016 concerning "Establishment of Organization and Work Procedures of the Industrial Development Job Training Center". PPKPI has the main task, which is to carry out and develop training, competency tests, certification, and labor training consulting. The vision of PPKPI is "Realizing PPKPI as a center of excellence, center of development, in the field of training and labor competency tests in the context of improving labor competence."

The purpose of PPKPI is to provide an overview of the existence and training activities and supporting devices in PPKPI, widely and clearly to local governments and the community. The Industrial Development Job Training Center (PPKPI) has 26 types of training programs, one of which is the accounting vocational program which is the object of this study.

Planning

Planning is the initial stage that is carried out, the planning stage is a very important step in every activity. Through planning, we can set goals to achieve and design concrete steps to achieve them. This process is crucial because it provides a clear

direction and a structured strategy, making it easier to achieve goals effectively and efficiently. Good planning ensures that every step taken focuses on achieving the goals that have been set.

1. Program Objectives

In planning, the purpose of a non-formal educational institution is important to determine the results to be achieved. The Center for Job Training and Industrial Development (PPKPI) aims to provide training for adults looking for jobs, with a focus on preparing the professional workforce through BNSP certification. PPKPI also collaborates with private companies to adjust the program to industry needs. The preparation of program objectives is carried out by leaders and instructors, usually during empty training or the change of participants at the beginning of the year, in January-February. The program's goals are well-designed, helping participants to work after graduation, showing that the program is relevant and running well.

PROGRAM PELATIHAN BERBASIS KOMPETENSI	
A. INFORMASI UMUM	
1. Judul	Teknisi Akuntansi Junior
2. Kode	M.69.ACC02.6920.K1.24.L.0240.03.01
2. Jenis Program Pelatihan	- Kualifikasi Nasional (level.....) - Klaster (Okupasi / Non-Okupasi) Unit Kompetensi
4. Metode Pelatihan	Luring/Daring/Bauran (*)
5. Tujuan	Setelah mengikuti pelatihan ini peserta kompeten melaksanakan tugas pekerjaan akuntansi mulai dari pencatatan sampai dengan pelaporan secara manual dan komputer di kantor / perusahaan sesuai SOP dan kebutuhan organisasi
6. Profil Kompetensi	- Kemampuan melakukan pekerjaan di bidang akuntansi pada perusahaan jasa dan/atau dagang berskala kecil (mikro) dan/atau entitas tanpa akuntabilitas publik (ETAP) yang sesuai dengan prinsip akuntansi yang berlaku umum

Figure 1. Objectives of the PPKPI Accounting Program

The purpose of the PPKPI Program in the accounting vocational program is to create competent graduates from all accounting job training tasks provided so that they can gain useful work experience to compete with other workers in the industrial world because the experience provided is in accordance with SOPs and the needs of organizations or companies.

2. Target Identification

According to (Ramatni, 2023), Demographic information, such as age,

gender, and educational background, is crucial in identifying the target audience. By understanding the general characteristics of the audience, it is possible to design a program that is more effective and according to their needs. This demographic data helps in adjusting materials, methods, and approaches so that the programs organized are relevant and beneficial to the target group.

8. Persyaratan Peserta Pelatihan	:	
8.1 Pendidikan	:	Minimal SMK / SLTA sederajat

8.2 Pelatihan	:	Operator Komputer
8.3 Pengalaman Kerja	:	-
8.4 Umur	:	Minimal 17 Tahun
8.5 Persyaratan Khusus	:	-
9. Persyaratan Instruktur	:	

Figure 2. PPKPI Participant Registration Requirements

The requirements to register as a candidate for PPKPI pesetta are in accordance with the results of the interview conducted. The requirements required for prospective participants for registration are a minimum high school/vocational school diploma, with a minimum age of 17 years, with a DKI Jakarta ID card or a DKI Jakarta domicile letter for those outside Jakarta. Target identification is carried out in the form of selecting participants through a strict process with requirements that must be met and several selections, such as file selection, comprehension tests, and interviews are carried out in identifying targets.

3. Bahan Ajar

Teaching materials are an important component in non-formal education, helping instructors and trainees understand learning. The teaching materials or materials presented must be relevant to the needs and interests of the participants. This means that the material must be directly related to the participant's daily life, work, or area of interest. In this way, participants can see firsthand how the learning can be applied in their own lives.

PPKPI provides teaching materials in

the form of modules and PowerPoint materials via flash disk at the beginning of the training. Teaching materials include theory and practice in accordance with the Indonesian National Work Competency Standards (SKKNI) and industry needs. The three-month training program was revised based on company input to ensure compliance with national standards and the latest industry needs, including practical materials such as the Zahir and Accurate applications in accounting.

4. Implementation Strategy

Implementation strategy is one of the things that need to be considered. Therefore, In developing an effective strategy, it must be in harmony with the changes that occur in society. For the strategy to be successful, all components involved must work in harmony and alignment, ensuring that the goals and objectives to be achieved are consistent and met. This alignment is important to achieve optimal outcomes and be relevant to the changing needs of society (Puspito et al., 2021)

Effective learning strategies are essential to the success of accounting training programs. Instructors play a key role in designing and implementing these strategies, including the use of modules, impromptu questions, and the delivery of clear instructions. The learning methods applied, such as hands-on practice with accurate applications, have succeeded in creating a conducive and orderly classroom atmosphere. The instructor is also responsive to the needs of the participants, helping those who are struggling with straightforward explanations.

5. Activity Scheduling

Scheduling non-formal education activities is the process of planning and managing the implementation of various non-formal education activities so that they can run smoothly and effectively. The planning of the activity schedule was carefully made as well as good collaboration between various parties, and the use of schedule

management technology has allowed the training to run smoothly and efficiently. This comprehensive training includes not only accounting materials but also non-accounting training, which is essential for shaping participants' skills thoroughly.

Organizing

1. Building a Network

Building a network or partnership is important to do. This collaboration involves companies and experts to ensure that the training organized by PPKPI is relevant to industry developments. Several forms of cooperation are carried out with the signing of Memorandums of Understanding (MOU) from companies. The goal is that the training program can continue to adjust to the needs and developments in the industrial world. All parties involved, ranging from the marketing team, training officers, leaders, to instructors, are actively involved in building the network. This shows the importance of collaboration and involvement of all elements in the organization

Network building activities or partnerships carried out by PPKPI with external parties (in this case, companies and experts). The purpose of this partnership is expected to be able to adjust to the needs and developments of the industrial world.

2. Facilities

Facilities are one of the most important things in organizing. In organizing, the arrangement of facilities such as classrooms, equipment, and teaching materials must be carried out in a planned manner to ensure that the training program runs smoothly and according to schedule. Good facilities help make it easier to carry out activities, ensure the comfort of participants, and increase the effectiveness of learning. With proper organization and appropriate facilities, non-formal education can provide an optimal learning experience, facilitate practical learning, and meet the needs of participants.

PPKPI not only provides training, but also provides various facilities to improve the

comfort of participants. The facilities available in the classroom, such as computer access, ledgers, flash disks, and stationery, are considered very supportive. In addition, modules, stationery, ledgers, flash drives, as well as uniforms and blazers are also provided as additional facilities. In addition, there are also snack facilities, consumption, uniforms, teaching materials, and certification from PPKPI and BNSP which are mentioned as part of the support provided. Overall, these facilities are considered quite complete and supportive to support the activities or programs that are being undertaken.

PPKPI also provides facilities to instructors that can support learning such as adequate rooms and mics, markers, and projectors. The facilities provided are considered helpful, kind, and supportive, although there are expectations for future improvements.

3. Teaching Staff

Competence is very important and must be possessed by an instructor. The trainees emphasized that without adequate competence, instructors will not be able to provide useful knowledge and good work experience. Technical competence, as in accounting, must be evidenced by a technical certificate. In addition, there are certain criteria or qualifications that must be met to become an effective instructor.

Prospective instructors at PPKPI must meet important qualifications, including a certificate of competency in teaching and accounting, a minimum of a D3 diploma in accounting, two years of work experience, a certificate of deed IV methodology, and computer skills. In addition, good teaching skills are also needed. Instructors who meet these qualifications are able to manage classes effectively, create a balanced atmosphere, and apply a personalized, interactive learning approach that motivates participants and supports adult education.

4. Equipment

Adequate equipment is essential in

effective training at PPKPI. Trainees receive equipment such as computers, ledgers, flash drives, and stationery to support learning, while instructors are equipped with equipment such as flash drives, printers, projectors, and microphones for teaching. Equipment is provided at the beginning of the training for participants and before the training for instructors. Users are satisfied with the quality and condition of the equipment and appreciate the technological updates. Although some equipment, such as accounting applications, still use the basic version, overall the equipment is in good condition and supports training activities.

Evaluation

1. Value Taking

According to (Ramatni, 2023), in the evaluation of education regarding value taking is carried out through three main methods. First, surveys or questionnaires are used to collect data on student satisfaction and their perception of the quality of learning, as well as to get input on certain aspects of the program. Second, formative tests evaluate participants' progress during the program through tests, assignments, or group discussions, providing continuous feedback to participants and teaching staff. Third, summative tests are conducted at the end of the program to assess the achievement of overall goals, using the final test to evaluate the learning outcomes of participants, and identifying the strengths and weaknesses of the program.

The implementation of training at PPKPI includes periodic evaluations for participants, including assessments by instructors after each material and competency tests by the National Professional Certification Agency (BNSP) at the end of the program. The evaluation is carried out at the end of each material unit and at the end of the training period, with the competency test being carried out three times during the training. Participants are expected to repeat the material at home and the training also includes data collection

regarding the success of participants in getting a job after the training. Instructors are assessed through interview tests, written tests, and annual observations to ensure the quality of teaching remains high. The Competency Test involves accounting applications such as Accurate and Zahir, and is conducted by an external assessor without the instructor's presence in the classroom.

Discussion



Figure 3. Non-Formal Education Management

Non-formal education management is a series of management activities by implementing management functions. The management process of this non-formal educational institution starts from the design or planning of activities, followed by organizing activities, and closed with evaluation. This is in line with what the research revealed (Yati et al., 2023) that the management of non-formal educational institutions in it includes planning, organizing, training, supervision and evaluation. In addition, it is almost in line with research (Shantini et al., 2019) that non-formal education management standards refer to planning and organizing to achieve efficiency and effectiveness. Further in the research (Nuzula, 2020) that the management of non-formal education consists of *planning* (planning), *implementation* (implementation), and *evaluation* (evaluation) In addition, according to (Yant, 2022) that good management can be seen from the preparation of the program, the division of tasks between organizations and between staff, the ability of guides according to the principles of general training, efficient

documentation, and detail.

Non-Formal Education Planning



Figure 4. Non-Formal Education Planning

Planning is the process or first step in the management of non-formal education. In accordance with research (Yanah, 2024) Planning is the process of determining the future direction of an institution. By carrying out planning activities, it is hoped that it can map the steps of the activities taken. The planning of non-formal education that is carried out covers several aspects, including 1) program objectives, 2) target identification, 3) teaching materials, 4) implementation strategies, and 5) scheduling of activities. This is in line with the results of the research (Yati et al., 2023), that one of these plans is to determine the material or teaching materials and strategies. The objectives of the program are needed to determine the goals that will be achieved in the activities of this institution, the objectives that are made relevant to the needs and circumstances of the industry. This is in line with the results of the study (Yati et al., 2023) that the preparation of the vision and mission and goals of the unit are packaged in accordance with market needs. Target identification is carried out in the form of selection of prospective participants who want to take part in training at this institution. This is in line with the results of the research (Mustangin et al., 2021) who said that this need identification process can be done with various techniques, but basically it is a process of collecting data about the learning needs of students. Teaching materials are in the form of materials that are useful in

improving the accounting competence of participants. The teaching materials of this institution are determined from SKKNI. However, according to (Mustangin et al., 2021) In determining the content of non-formal education programs, the framework of the content of the material needs to be discussed first with the learning community and with people who are interested in the learning community. The implementation strategy is carried out to plan the implementation of training or learning activities in order to achieve the desired goals. This is in line with the results of the research (Yuliani et al., 2022) that strategies are important to plan in order to achieve the desired goals. The scheduling of activities made by this institution is to ensure that activities run smoothly which are decided through the curriculum. This is in line with research (Mukti, 2018) that the activity schedule is determined by the curriculum. After the planning process carried out by this institution, of course, it is necessary to determine who is involved to carry out the tasks.

Organizing Non-Formal Education



Figure 5. Organizing Non-Formal Education

Organizing is a stage or a follow-up step of planning, after the planning is carried out, now is the time to carry out organizing activities. According to research (Yuliani et al., 2022) In non-formal education management, organizing is very important to do. This is supported by research (Nurdiyanti & Noormalasari, 2020) Organizing can help to form effective working relationships so that they are able to work efficiently in

carrying out tasks to achieve a goal. The organization carried out by this institution includes 1) building networks or partnerships, 2) facilities, 3) teaching staff, and 4) equipment. It is almost the same as the results of the research (Yati et al., 2023) that the organization includes people, in this case teaching staff and facilities. Building networks or partnerships is important to implement. With support from outside parties, both from companies and experts, it can help institutions to achieve the desired goals. This is in line with research (Herlina, 2018) Building a work network (partnership) is basically the process of forming communication or relationships, sharing ideas, information, and resources based on mutual trust and mutual benefit between the parties involved, which is outlined in a memorandum of understanding or agreement to achieve greater mutual success. Besides that, according to research (Khuluqo & 4, 2021) Partnerships also have a positive impact, namely creating an educational ecosystem so that participants can achieve more. Facilities or facilities and infrastructure are very necessary to support activities to run well and so that they can help in achieving goals. The facilities provided by this institution are very supportive of activities and provide benefits. This is in accordance with research (Wahyuni, 2014) that a good training facility is one that is really in accordance with the material provided so that in its implementation the facility can really be useful. Teaching staff are an important factor in the activities at this institution. The assignment of tutors in this institution needs to meet several criteria, one of which is scientific competence and classroom management. This is in line with research (Kamil, 2007) that Tutors in non-formal education are professional individuals who have competence, abilities, and skills in managing the learning process. Equipment is just like a facility. Tools or equipment function to assist in the activities of this institution. The accounting program at this institution uses equipment such as computers and accounting applications that

support the activities of the accounting program at this institution. This is in line with (Bararah, 2020) that equipment and equipment are a very important factor to increase efficiency in the learning and teaching process. These tools and equipment are used directly and support the course of educational activities. The statement is supported by research (Latifa & Personal, 2021) that the provision of adequate and appropriate tools is needed to support the running of non-formal education activities.

Evaluation of Non-Formal Education



Figure 6. Evaluation of Non-Formal Education

Evaluation is the final stage after all main activities are carried out. The evaluation carried out by this institution is to take scores or assess from participants and instructors. In line with research (Nuzula, 2020) that the evaluation consists of the evaluation of the participant and the tutor or instructor. In its implementation, the evaluation for this is carried out in three ways, namely questionnaire, summative and formative. The implementation of formative tests is carried out by each completed learning unit, while formative tests are carried out at the end of the period in the form of competency tests conducted by BNSP, in addition to questionnaires are carried out to obtain data on participants' experiences after studying at this institution. Questionnaires and interviews are also used

to assess instructors. This is in line with the theory (Ramatni, 2023) that there are three ways of taking values in evaluation, namely serving or questionnaires to collect data, including questions about students' satisfaction with the program and their perception of the quality of learning or input related to certain aspects of the program, formative tests to evaluate students' progress during the program and involving periodic assessments of students' understanding and abilities with the aim of providing appropriate feedback. useful for students and teaching staff. This can be done through tests, assignments, or group discussions, and summative tests are performed at the end of the program to evaluate the achievement of the overall program goals. This involves assessing student learning, matching achievements to predetermined goals, and identifying the program's strengths and weaknesses. Summative evaluation can be done through a final test

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the management of non-formal education in this institution is carried out well and structured, including planning that is relevant to the needs of participants and industry, organizing that supports activities through competent teaching staff and adequate facilities, as well as evaluations that ensure theoretical and practical mastery of the material. Future research is expected to deepen the information on the management of non-formal education that has not been conveyed in this study. In addition, the mixed-methods approach is also suggested to explore more deeply the relationship between management strategies, program effectiveness, and student satisfaction.

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