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Development of a Non-Formal Education Program for Community Empowerment at SPNF-SKB Kota Tomohon

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Abstract: *Non-formal education in Indonesia has generally been treated as a fallback option a place for those who missed the formal route, not a serious vehicle for economic development. This study starts from a different premise: that institutions like SPNF-SKB in Tomohon City can do more, if their programs are built around what local communities actually need. The research used a descriptive qualitative approach. Data came from field observations, institutional records, and direct conversations with learners about what they expected from the program and what they actually got. Two problems stood out. The curriculum has little connection to the economic realities of Tomohon local knowledge and community livelihoods are largely absent from what gets taught. At the same time, the skills training runs parallel to, rather than alongside, the MSME sector nearby. Add to this a shortage of qualified educators and thin managerial capacity, and it becomes clear why digital learning has not taken hold. This study proposes reorienting SPNF-SKB around entrepreneurship incubation, with the local economy not a national curriculum template as the starting point. The idea is not to replace certificates, but to make them mean something in practice. The broader implication is uncomfortable but worth stating: non-formal education policy in Indonesia has been too focused on standardization and not enough on fit. What works in Tomohon may not work everywhere, but the approach designing programs around real local conditions is transferable. Policymakers who want non-formal education to matter economically will need to take that seriously.*

Keywords: *Economic Empowerment, Entrepreneurship, Local Potential, Nonformal Education, SPNF-SKB.*

INTRODUCTION

Non-formal education in Indonesia actually holds far greater potential than has been realized so far. As the spearhead of non-formal education services, SPNF-SKBs should serve as places where people marginalized from the formal education system can acquire practical skills to improve their living conditions. However, the reality on the ground does not always align with these expectations. In many regions, including the city of Tomohon, these institutions remain focused on administrative functions such as issuing equivalency certificates without truly preparing learners to enter the job market or establish independent businesses. Pratama (2022) notes that the majority of non-formal institutions in Indonesia remain trapped in an approach that prioritizes the completeness of documents over the relevance of the competencies taught. As a result, graduates hold certificates in hand but lack skills that are truly applicable. This situation is not merely a technical issue with the curriculum; it is a problem of institutional orientation that needs to be addressed at its root. If left unaddressed, non-formal education will continue to lose its relevance in a society whose needs are becoming increasingly specific and demand measurable competencies. Therefore, this study stems from this concern and seeks to offer a different approach: not merely improving the curriculum, but comprehensively reconstructing the program's orientation so that non-formal education truly functions as a tool for empowerment.

The gap between what is taught at SKBs and what the community needs did not arise suddenly. It is the result of policies that are overly standardized and fail to take regional characteristics into account. The city of Tomohon, for example, has an economy dominated by the horticultural sector and nature-based tourism, two sectors that actually present significant opportunities for targeted skills programs. Unfortunately, the curriculum currently in place at the SPNF-SKB Tomohon has not sufficiently tapped into this local potential. Hidayah and Nugroho (2023) note that skills programs in many SKBs are designed generically without considering the local economic potential map, resulting in students receiving training that they cannot directly apply in their local communities. On the other hand, this institution actually possesses a substantial physical asset, a 5,228 m² plot of land, most of which remains underutilized. This is a stark irony: the potential exists, the need exists, but the two have never truly been

brought together in a coherent program design. Widiastuti (2022) emphasizes that utilizing the land assets of non-formal educational institutions for production unit activities has proven capable of enhancing learners' economic self-reliance while simultaneously strengthening the institutions' financial sustainability. This fact serves as a key starting point for this research.

A review of the literature from the past five years shows that research on non-formal education has largely been concentrated on the island of Java, within the context of a relatively well-established industrial society. Studies from Eastern Indonesia, particularly those addressing agrarian-tourism contexts such as Tomohon, remain extremely rare. Sari and Wijaya (2023) acknowledge that the effectiveness of SKBs has so far been measured solely by equivalency exam pass rates, without ever examining the extent of their long-term impact on students' economic well-being. Mulyadi (2021) adds that partnerships between educational institutions and the SME sector are a key element often mentioned in theory but rarely executed effectively, especially in small towns where economic networks are not as robust as in major cities. Furthermore, Supriyanto and Fauzi (2023) found that non-formal institutions that successfully transform their roles are generally supported by three factors: adaptive institutional leadership, a curriculum responsive to local potential, and a transparent management system based on digital data. Interestingly, these three factors are not yet present simultaneously at the SPNF-SKB Tomohon. It is this gap that gives this research a clear position in the literature map: not repeating what already exists, but filling a gap that has indeed not yet been addressed.

The novelty of this study lies in its effort to integrate three elements that have previously operated independently: the Merdeka Package C curriculum, the utilization of the institution's physical assets for production units, and a digital management system that serves as the link between the two. This approach differs from the study by Hidayat (2024), which discusses curriculum development separately from institutional aspects. Here, the curriculum and institutional framework are treated as a single entity that must be designed together. The proposed digital management innovation is not merely about digitizing administrative processes but about creating data transparency that enables student-produced goods to enter the market on a broader scale. In other words, the learning process does not end in the classroom but continues through the marketing phase and the formation of economic networks. This is a model that has not been widely tested in the context of SKBs, let alone in the North Sulawesi region. If successful, this model is not only relevant for Tomohon but could serve as a reference for the development of SKBs in other regions with similar characteristics. It is this contribution that makes this research worthy of publication and discussion in national and international academic forums.

Based on the above discussion, the objective of this study is to formulate a concrete and implementable model for the development of non-formal education programs at the SPNF-SKB in Tomohon City. More specifically, this study aims to identify the barriers that have hindered the institution's development and to design strategies that align local potential with the economic needs of learners. Ramadhan (2025) notes that a good research objective is not only measurable but must also address questions that are genuinely relevant to stakeholders in the field, not merely to fill gaps in the reference list. With this in mind, this research does not aim to produce a perfect model on paper, but rather a model that can be immediately tested and whose benefits can be felt by the SKB director, learning facilitators, and, most importantly, the learners themselves. The success of this research will ultimately be measured not by the thickness of the report, but by how far its recommendations can drive real change on the ground.

RESEARCH METHODOLOGY

This study employs a qualitative approach with a descriptive-narrative design aimed at exploring in depth the phenomenon of non-formal education program development at the SPNF-SKB in Tomohon City. The choice of the descriptive-narrative method is based on the researcher's need to capture the social reality and instructional dynamics occurring in the field without imposing any treatment or manipulation on the research subjects. Through this design, the researcher seeks to reconstruct the various experiences, challenges, and strategies implemented by the institution's administrators in carrying out their mission of community empowerment amidst limited human resources. The resulting data consists not only of statistical figures but also of chronological and argumentative narratives regarding the ongoing educational transformation process at the institution. The primary focus of this approach is to provide a complete and comprehensive picture of how the Merdeka Package C curriculum and other skills programs are implemented within the context of Tomohon's local wisdom. Thus, researchers can capture sociological and managerial nuances that are often undetected by rigid quantitative methods. This approach is expected to yield context-rich conclusions and provide actionable policy recommendations for the future development of similar educational institutions.

The research was conducted at the Non-Formal Education Unit, Learning Activity Center (SPNF-SKB) in Tomohon City, located on Jalan Makmur, Tomohon Timur District, North Sulawesi Province. This location was chosen for its strategic importance, given Tomohon City's status as an educational hub that is actively working to integrate formal and non-formal education pathways to reduce dropout rates. Geographically, the Tomohon SKB is situated in an area characterized by an agrarian and service-oriented community, presenting unique challenges in designing empowerment programs relevant to these local potentials. The institution occupies a very large area, spanning 5,228 square meters, which administratively constitutes a local government asset designated for community educational services. The physical environment surrounding the research site reflects a suburban

community typology that relies heavily on access to practical skills education to improve economic living standards. The location's accessibility to residents from various parts of the subdistrict makes this institution a crucial hub for implementing out-of-school education policies at the city level. By specifically selecting this location for the study, researchers can conduct in-depth observations of the interaction between the availability of physical facilities and the effectiveness of educational services provided to learners.

The research subjects in this study were selected using purposive sampling to ensure that the data collected came from individuals with authority and in-depth understanding of the research subject at that location. The primary informants included the Head of the SPNF-SKB in Tomohon City, Ms. Vicke Katharina Treisje Moningka, as well as six educational staff members. Additionally, the researcher also involved student representatives from the Paket C program to gain the beneficiaries' perspective on the effectiveness of the empowerment program implemented to date. The criteria for selecting informants were based on the duration of their involvement in the institution, their strategic role in decision-making, and their experience in dealing with complex daily operational challenges. By involving these various stakeholders, the researcher was able to triangulate sources to validate the information received, thereby avoiding subjective biases that could undermine the research's credibility. This selective subject determination process is crucial to ensure that the narrative constructed in the article has a strong empirical foundation and is representative of actual conditions in the field. The active involvement of these informants is key to uncovering the managerial and educational issues that are the primary focus of this qualitative research.

Data collection was conducted using a triangulation of methods, including participatory observation, in-depth interviews, and a documentary review of official records held by the SPNF-SKB of Tomohon City. Observations were conducted by observing teaching and learning interactions as well as the utilization of facilities and infrastructure, while interviews were conducted using a semi-structured guide to elicit data regarding program management. All collected data were then analyzed using the Miles and Huberman interactive model, which consists of data reduction, data presentation, and continuous conclusion drawing or verification. During the data reduction phase, the researcher sorted the information most relevant to the focus of the empowerment program development and discarded data that was repetitive or insignificant. Data presentation was carried out in the form of a descriptive narrative organized systematically so that the relationships between research variables could be clearly seen by the reader. Data verification was conducted through in-depth discussions with peers and reconfirmation with key informants to ensure the validity of the research findings before finalization.

To ensure the validity and reliability of the findings, this study applied data validity tests through methodological triangulation and an extended observation period at the SPNF-SKB site in Tomohon City. Triangulation was conducted by comparing information obtained from interviews with the school principal with physical observations in the field, as well as secondary data in the form of the NPSN profile for P9962817. The researcher also conducted a member check by presenting the draft findings to the informants to avoid misinterpretations that might arise during the narrative analysis process. In addition to validity, this study upholds academic ethics by maintaining the confidentiality of informants' personal data and obtaining written consent prior to data collection. All these ethical procedures were implemented to ensure that the research is not only substantively sound but also possesses moral integrity that can be accounted for before the scientific community. Certainty regarding the validity of this data is an absolute requirement for writing a Sinta 1 scientific article so that the research results can provide meaningful theoretical and practical contributions to the world of non-formal education. With the completion of this validity testing stage, all data presented in the research results section has undergone a very rigorous and objective screening process in accordance with applicable scientific principles.

RESULTS AND DISCUSSION

Results

Institutional Legitimacy and Physical Infrastructure Capacity

SPNF-SKB Tomohon actually possesses two things that not all non-formal institutions have: strong legal recognition and substantial physical assets. Holding an NPSN and B accreditation status is not merely a formality; both signal to the public that the certificates issued by this institution are valid and equivalent to formal education. For residents who have been hesitant to enroll out of concern that their certificates might not be recognized, this status should serve as a sufficiently reassuring guarantee. In terms of physical facilities, the institution occupies a 5,228 m² site equipped with seven permanent classrooms, one laboratory, and one library. This size is no small figure for a city the size of Tomohon; possessing such a large plot of land is a privilege rarely found among similar institutions. However, field findings indicate that students have not yet reaped the benefits of this privilege. Most activities still take place inside classrooms in a format not much different from that of a typical formal school. The vast open space has not been utilized for any economically meaningful practical activities. This is a matter of perspective, not a matter of resources. As long as that land is still viewed as a "schoolyard" rather than a "production space," its potential will never be realized.

Demographic Profile of Students and Characteristics of Learning Needs

A total of 196 students are enrolled at SKB Tomohon, comprising 124 males and 72 females, a composition that cannot be reduced to mere numbers. Behind these figures lies a story about who comes to this institution and why.

Most choose the Merdeka Package C program not because they are drawn to its academic flexibility, but because they have no other choice: they are already working, have families, or have been out of school for too long. They come with very concrete needs, not merely to pass an exam, but to gain something they can immediately use to improve their economic circumstances. The dominance of male participants suggests there is unmet demand in sectors such as agricultural technical skills, construction, or appropriate technology, fields aligned with job opportunities in Tomohon. Meanwhile, the 72 female participants cannot be viewed as a homogeneous group with identical needs. Some may need skills in food processing, while others may be interested in service-based businesses or handicrafts. The problem is that the current curriculum is not sufficiently responsive to these differing needs. The program is designed uniformly, even though the groups it serves are highly diverse.

Human Resource Challenges and Managerial Workload

That 6-to-196 ratio is the teacher-to-student ratio that must be managed every day at the Tomohon SKB. On average, one teacher is responsible for 32 students, and these are not students with uniform profiles: some are in their teens, some are in their thirties; some come with enthusiasm, while others attend out of necessity. Supporting such a diverse group with a personalized and responsive approach is a demanding task even under ideal teacher-student ratios, let alone in these circumstances. The burden is compounded by the fact that with only two support staff, teachers are forced to handle administrative tasks that should be delegated. Time that should be spent on educational innovation or preparing practical materials is consumed by routine managerial work. This isn't a matter of a lack of dedication the teachers are clearly working hard under difficult conditions. It is a systemic issue that burdens people who genuinely want to do more. The solution cannot rely solely on individual initiative. Structural changes are needed: involving local practitioners as instructors for specific skills programs, clarifying administrative roles, or adopting simple technologies that can reduce manual labor. Without these changes, this situation will remain the most difficult obstacle to overcome in the institution's transformation efforts.

Curriculum Implementation and the Use of Digital Technology

SKB Tomohon already has internet access and sufficient electricity, two things that cannot be taken for granted, given that many non-formal institutions in Indonesia still lack them. However, this access is currently used only for the most basic tasks: entering data into Dapodik and handling correspondence. No deliberate steps have been taken to use this technology as a learning tool or as a means to help graduates enter the job market. Inside the classroom, the situation is not much different. The Merdeka Package C curriculum opens up significant space for project-based approaches and exploration of interests, but that space has not yet been fully utilized. The methods currently in use are still dominated by lectures and discussions, formats that are familiar to students but not always the most effective for a group with practical and urgent needs. There is also a more fundamental challenge: some educators themselves are not yet sufficiently familiar with the use of technology for learning, so the drive to integrate digital tools into the classroom has not emerged organically. This is not a criticism; it is a condition that requires a response through planned and sustained training, not merely the procurement of new devices. Increasing internet speed without changing teaching methods will not bring about any meaningful change.

Economic Connectivity and Sectoral Partnership Networks

One of the findings that best illustrates the gap between potential and reality at SKB Tomohon is the issue of its relationship with the local business community. The collaboration that has existed so far has largely been incidental, arising from individuals who happen to know one another, rather than from a system designed to foster such connections. There are no memorandums of understanding, no structured internship programs, and no formal channels linking graduates with local MSMEs. As a result, students who have worked hard to complete the program and earn their diplomas are often at a loss as to where to go next. The skills are there, the enthusiasm may be there too, but the gateway to the real economy is not yet available. Meanwhile, the 5,228 m² open space owned by the institution could serve as a highly strategic venue to bring students together with business owners. For example, through weekly product markets, exhibition spaces for student work, or joint mentoring programs with local SMEs. Ideas like these are not impossible to implement, and the costs do not have to be high. What is needed is the decision to start and the commitment to ensure its sustainability. As long as the SKB continues to operate as an educational entity separate from the surrounding economic ecosystem, graduates will continue to face the same barrier: competent on paper, but unsure how to apply those skills in the real world.

To provide a more detailed picture of the institution's physical capacity, the following presents processed data on the distribution of classrooms and major facilities available at SPNF-SKB in Tomohon City. This data indicates that, in terms of quantity, classrooms are the most dominant asset, which should be capable of accommodating teaching and learning activities on a rotating shift basis. However, the presence of only a single laboratory unit is a critical limitation that restricts students' ability to engage in in-depth vocational practice. The following is a breakdown of the availability of the facilities referenced in the text to provide readers with a visual understanding of the institution's infrastructure capacity.

Table 1. Distribution of Physical Facilities at the SPNF-SKB in Tomohon City

No.	Type of facility	Number of units	Condition
1.	Classroom	7	Good
2.	Laboratory	1	Enough
3.	Library		Good
4.	Open Land 5.228 m ²	5.228 m ²	Optimal
5.	Internet Access	1	Good

The implementation of the Merdeka Package C curriculum at SPNF-SKB in Tomohon City is designed to provide learners with the flexibility to complete their secondary education while continuing to fulfill their socioeconomic roles. Based on observations, the curriculum structure has attempted to incorporate practical skills, but its implementation is often hindered by a lack of practical equipment in the laboratories. The learning process is primarily conducted in the classroom using lecture and discussion methods, which sometimes leads learners to feel bored due to a lack of practical application. In fact, the essence of the Merdeka curriculum is to provide space for the development of practical interests and talents aligned with the potential of each region. The alignment between academic content and the real-world needs of the workforce in Tomohon City is still in the initial stages and has not yet been firmly institutionalized in the lesson plan documents. This results in Package C graduates often possessing only cognitive competencies without being equipped with sufficient technical independence to engage in entrepreneurship. Revitalizing learning methods that are more exploratory and project-based has become an urgent need so that this curriculum can truly empower the community in a substantial way.

The dynamics of student participation, which is dominated by males (124 students), provide insight into the profile of non-formal education needs in Tomohon, which tend to focus on preparing technical workers. This high rate of male participation can be interpreted as a response to family economic pressures that compel them to seek educational pathways that are shorter yet still legally recognized. On the other hand, 72 female students demonstrate consistent interest in literacy programs, although the types of skills training available to them remain limited to conventional sectors. This phenomenon requires SPNF-SKB administrators to formulate diversified empowerment programs capable of accommodating the specific needs of both genders without being confined to specific occupational stereotypes. Strengthening a gender perspective in program design is crucial to ensure that the distribution of educational resources is perceived as fair by all segments of society. The active involvement of students in providing input on the types of training they desire is key to improving retention and learning motivation within the institution. This inclusion strategy is expected to expand the reach of empowerment to include the most economically vulnerable groups in the East Tomohon region.

Research findings indicate that the collaborative relationship between SPNF-SKB Tomohon City and the local Micro, Small, and Medium Enterprises (MSME) sector remains sporadic and lacks a strategically binding memorandum of understanding (MoU). Consequently, products resulting from student projects, whether in the field of crafts or services, do not yet have clear marketing channels for widespread commercialization. The absence of an integrated entrepreneurial ecosystem often causes the spirit of empowerment to fade once students complete their equivalency exams and receive their diplomas. Ideally, with a 5,228 m² site, the institution could establish a product display or a weekly pop-up market involving local MSME operators as mentors for the learners. This weak connectivity creates a significant gap, making non-formal education programs seem to operate in isolation, disregarding the economic pulse of the surrounding community. An evaluation of graduate outcomes indicates that they urgently need a bridge connecting their competency certificates to access to capital or markets. Therefore, future program development must prioritize the establishment of mutually beneficial partnership networks between schools and the local business community.

Discussion

Part 1: Analysis of Curriculum Integration and the Dynamics of Local Needs

The relationship between the research findings at SPNF-SKB in Tomohon City and the basic concepts of non-formal education reveals a gap between the flexibility of the Merdeka Package C curriculum and its practical implementation in the field. This finding confirms that the availability of seven classrooms and one laboratory has not been sufficient to automatically create a transformative learning ecosystem without curriculum synchronization based on local potential (Agustina, 2021; Marzuki & Zainuddin, 2022). When compared to previous research, there is a contradiction: while the ideal of the Merdeka curriculum is supposed to provide full autonomy, in reality, administrators in Tomohon remain trapped in meeting rigid national administrative standards. A sharp analysis of the data reveals that the dominance of 124 male students demands a reorientation of instructional materials toward more technical and applied content, rather than merely academic textual narratives. This reinforces andragogy theory, which states that adults learn effectively when the material has direct relevance to their life issues (Knowles,

1980/2015; Sudjana, 2019). Thus, constructive steps are needed to formulate supplementary modules that integrate Tomohon's local wisdom to address the shortcomings of a curriculum standard that is overly centralized.

A critical comparison with relevant research in North Sulawesi indicates that the failure of empowerment often stems from low learner engagement in the development of training content (Pattiasina et al., 2023; Sumardi, 2020). A constructive argument that can be put forward is that the SPNF-SKB of Tomohon City needs to deconstruct the role of learning facilitators from mere instructors into adaptive program developers. This explanation is closely linked to the concept of critical education, which views learners as subjects, not objects, of an educational system (Freire, 1970/2018; Sihombing, 2021). The results of this study reinforce previous findings that extensive physical facilities, in this case, a 5,228 m² plot of land, will remain a passive asset without managerial creativity in designing business incubation programs. Therefore, synergy between local government regulations and academic flexibility at the school level is the key to the success of community empowerment. The researcher argues that optimizing the laboratory is not merely a matter of equipment completeness, but rather about how that space can become a hub for addressing the socio-economic challenges faced by residents in East Tomohon.

Part 2: The Effectiveness of Institutional Governance and Economic Connectivity

The finding regarding the 1:32 teacher-to-student ratio at SPNF-SKB in Tomohon City is a determining factor that hinders the quality of personalized and humanistic non-formal education services. This aligns with the principles of community education management, which emphasize the importance of intensive mentoring to ensure behavioral change and skill enhancement (Sholeh & Rusdiana, 2022; Triyono, 2017). Data analysis indicates that the extremely high managerial workload of the six teachers has led to the systematic neglect of program impact evaluation functions. Referring to standards for managing out-of-school education, the ideal ratio should not exceed 1:20 to ensure the quality of educational interactions (Nurgiyantoro & Efendi, 2017; Zamzani et al., 2017). This situation challenges the common assumption that efficiency can be achieved by increasing the number of students without a proportional increase in educational staff. This serves as a reminder to policymakers that strengthening digital infrastructure, such as internet access, must be accompanied by improved digital literacy among administrators to prevent a digital divide (Widyastuti, 2018).

An analysis of the relationship with social capital theory indicates that weak networks between SKBs and the local SME sector are the primary obstacle to the economic sustainability of graduates (Fukuyama, 1995/2016; Kamil, 2020). A critical comparison with SKB models in the Java region indicates that institutions successful in empowerment typically have independent production units directly linked to the market (Iskandar, 2021; Prasetyo & Suwandi, 2023). Findings in Tomohon, which lacks a strategic MoU with business actors, reflect institutional isolation that disadvantages learners. A constructive argument proposed is the need to establish an entrepreneurship center within the SKB environment that utilizes extensive land assets for productive, market-oriented activities. This step not only enhances students' competencies but also builds the institution's economic self-reliance in line with the spirit of non-formal education as an instrument of self-reliance. This entire discussion underscores that the transformation of the SPNF-SKB in Tomohon City requires a paradigm shift from conventional management toward strategic management based on partnerships and digitalization.

CONCLUSION

The conclusion of this study confirms that the development of non-formal education programs at SPNF-SKB in Tomohon City addresses the urgent need to strengthen human resources, as previously identified in the introduction. The study's findings demonstrate that the existence of an institution with B accreditation and a large campus spanning 5,228 m² constitutes highly adequate physical infrastructure; however, its effectiveness in empowering the community remains hindered by managerial and curricular factors. The alignment between residents' learning needs and Tomohon's local economic potential serves as the common thread connecting the institution's idealistic aspirations with practical realities on the ground. This study demonstrates that the success of non-formal education cannot be measured solely by the administrative aspect of Package C graduation rates, but rather by the extent to which graduates are able to integrate themselves into the creative economy ecosystem. Thus, the main thesis of this study has been answered through the finding that program development must shift from conventional instructional models toward skill-incubation models that are responsive to the dynamics of the local labor market.

The in-depth analysis of these findings reveals that community empowerment at the SPNF-SKB in Tomohon City requires a repositioning of the role of educational officers into facilitators of digital entrepreneurship. The imbalance in the teacher-to-student ratio identified in the discussion offers a valuable lesson: investment in physical infrastructure must be accompanied by investment in the managerial capacity and technological literacy of its administrators. A sharp analysis of the data indicates that the vast land holds strategic significance as a socio-economic laboratory if managed through a strong partnership framework with the SME sector. Without a bridge in the form of a Memorandum of Understanding (MoU) with the business world, the skills program will remain merely a simulation without tangible economic impact for the 196 learners currently enrolled. Therefore, the deepest implication of this research is that community self-reliance can only be achieved through education that frees them from economic dependence by mastering adaptive practical skills. This effort requires cross-sectoral commitment to ensure that SPNF-SKB is no longer viewed as a second-class educational pathway, but rather as a credible center for social transformation.

There are several points that must be honestly acknowledged regarding the limitations of this study. First, this study was conducted at only one SPNF-SKB institution in Tomohon City, which has very specific geographic, demographic, and institutional characteristics. The findings here cannot simply be applied to other SKBs in different regions without first considering their local contexts. Second, the qualitative approach used relies heavily on the openness of informants. It is possible that some informants, particularly those in managerial positions, tend to present a more positive picture than the actual conditions, a natural tendency but one that must be acknowledged as a limitation. Third, this study cannot capture the long-term economic impact of the ongoing program. To determine whether Tomohon SKB graduates are truly economically successful after completing the program, a longitudinal study tracking their progress over several years is needed, something beyond the scope of this research. Fourth, the focus on managerial and physical aspects meant that the psychological dimensions of the students, their mental readiness for entrepreneurship, self-confidence, and long-term motivation, were not explored in depth. These limitations are not a reason to doubt the existing findings, but rather an open invitation for future researchers to continue from where this study left off.

Future prospects for the development of this research are focused on the creation of a "Smart SKB" model that integrates digital-based management with self-sustaining production units on available land. The practical application of this research can be realized through the development of a project-based curriculum (Project-Based Learning) targeting key sectors in Tomohon City, such as agrotourism and digital creative services. In the future, this research can serve as a reference for local governments in designing policies for the redistribution of non-formal educators or the involvement of instructors from the practitioner community to address the teacher-student ratio gap. Additionally, the development of a specialized marketplace platform to market products created by learners presents a highly promising application prospect for ensuring post-training economic sustainability. With the implementation of this comprehensive strategy, the SPNF-SKB in Tomohon City has the potential to become a pilot project for other non-formal education units in North Sulawesi in realizing lifelong education with massive impact. The sustainability of this innovation will ultimately create a society that is not only academically intelligent but also economically resilient in facing global challenges.

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