MANAGEMENT OF NONFORMAL EDUCATION INSTITUTION IN OPTIMIZING SERVICES TO COMMUNITY: A CASE STUDY

Shofi Nailatul Muyassaroh[1], Agus Zaenul Fitri[2]
Educational Management Department, Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung, East Java, Indonesia
Email: nailashofi05@gmail.com[1], guszain@yahoo.co.id[2]

Abstract:

This study aims to explain the management of optimizing services to the community at nonformal education institutions and provide a role model for managers of community learning centers. This research was conducted at Tunas Pratama Community Learning Center in Blitar with a descriptive qualitative method using a phenomenological approach. Data were collected through in-depth interviews, participant observation, and documentation. The results showed that the management of optimizing services to the community at nonformal education institution at Tunas Pratama Community Learning Center includes four strategies; 1) systematic planning with various activities that promote courage in making decisions; 2) organizing by division of labor based on the responsibilities of each section wrapped in a family culture and organizational climate; 3) implementation of programs with various initiatives that are adaptive to policies, technological advances, integrated psychology, and mental health education and establish many relationships; 4) program supervision is carried out massively, both directly and indirectly, which requires the direct involvement of a leader.

Keywords: *Management, Non-formal Education, Program Innovation, Strategy*

Abstrak:

Penelitian ini bertujuan untuk menjelaskan manajamen optimalisasi layanan kepada masyarakat pada lembaga pendidikan nonformal sekaligus memberikan role model bagi pengelola pusat kegiatan belajar masyarakat. Penelitian ini dilakukan di Pusat Kegiatan Belajar Masyarakat Tunas Pratama Kota Blitar dengan metode kualitatif deskriptif menggunakan pendekatan fenomenologis. Data dikumpulkan melalui wawancara mendalam, observasi partisipan dan dokumentasi. Hasil penelitian menunjukkan manajamen optimalisasi layanan kepada masyarakat pada lembaga pendidikan nonformal di Pusat Kegiatan Belajar Masyarakat Tunas Pratama meliputi empat fungsi, yaitu; 1) perencanaan yang sistematis dengan berbagai kegiatan yang mengedepankan keberanian dalam mengambil keputusan; 2) pengorganisasian dengan pembagian kerja berdasarkan tanggungjawab setiap bagian yang dibalut dengan budaya dan iklim organisasi bernuansa kekeluargaan; 3) pelaksanaan progam dengan berbagai inisiasi yang adaptif dengan kebijakan, kemajuan teknologi, terintegrasi pendidikan psikologi dan kesehatan mental serta menjalin banyak relasi; 4) pengawasan program dilakukan secara masif baik langsung dan tidak langsung yang menuntut adanya keterlibatan langsung seorang pemimpin.

Kata Kunci: *Manajemen, Pendidikan Nonformal, Inovasi Program, Strategi*

INTRODUCTION

The emergence of non-formal education is caused by the need for broad education (Rahmat, 2018). Non-formal education (PNF) can be regarded as an alternative to meet the demand for education, which has the same duties and roles as other education systems in providing non-formal education services to the community. The community's need for non-formal education is currently increasing. Many factors encourage the increase in the market for non-formal education. Changes in society that occur so quickly cause the results of formal education (schools) to be inappropriate or left behind from the new demands in the world of work. The knowledge and skills acquired from school seem to be rapidly becoming obsolete and less able to solve new challenges faced in everyday life. This kind of condition demands educational services carried out by the community and the government that function as an addition or complement to formal education. Formal education is often less able to respond to the various new necessaries that develop in society, so the demands of non-formal education services are needed.

But now, it can be said that non-formal education is being threatened. This is due to the government's decision to liquidate the Directorate General of Early Childhood Education (PAUD) and Community Education with Presidential Regulation Number 82 of 2019. This abolition is in the aftermath of streamlining the Ministry of Education and Culture following the new vocabulary of merging Diknas and Ristek Dikti into Kemendikbud. This Presidential Regulation is considered to abolish non-formal education houses and is feared to affect its existence.

The presence of non-formal education provides educational services that better understand the community's needs and become a forum for achieving lifelong educational goals that are not limited to space and time (Yoyon & Tohani, 2016). The gait of non-formal education is often an aspiration to birth alternative educational solutions or become "Heroes of Education." Put it like when schools were scarce; people tried to free themselves from dependence with the existence of a "savior" training program; those who do not pass the national exam get a "savior" from the presence of a package chase school; Currently, to pass through the "pinhole" of college entrance screening, many are preparing themselves by the following tutoring. This is proof that non-formal education is in many ways an alternative education. However, in reality, the complexity of the problems faced by non-formal education is still not over like an ocean. This can diminish its existence in participating in building national education. In general, it relates to perspective issues, institutional management, leadership, and the quality of human resources.

Regarding the issue of perspective (mindset), non-formal education channels are more ogled when needed because formal education is still the prima donna in education, mainly the focus of the government's attention extraordinary. Stigma and the perspective of some people are wrong in understanding the position of non-formal education as a complement to formal education, resulting in the control holders (stakeholders) lacking in formulating directions and policies in non-formal education. Not to mention the various

things that provide quite a striking difference, such as in terms of services and educational facilities between formal and non-formal. Of course, this will impact the quality and development of education that is not running in an integrated manner.

Meanwhile, related to executive, non-formal education in its organization is simple and tends to be adapted to the manager; this is also associated with the model and leadership style of the institution. Based on data from the Ministry of National Education in 2017, it is stated that there are 28,000 non-formal education units throughout Indonesia, both PKBM, LKP, and other non-formal education units spread across 34 provinces. More than 50% of non-formal educational institutions in Indonesia still apply traditional management patterns that run perfunctory institutions, not based on professional and independent management (Urip, 2019). Control of non-formal education is generally carried out only half-heartedly. The application of management patterns is a waste of energy that has been used in formal education, which can automatically have a debilitating effect. Of the thousands of PKBM spread throughout Indonesia, only about 10% are managed professionally, applying modern managerial principles as a healthy and competitive company (Urip, 2019).

Referring to the background above, it is necessary to have non-formal educational institutions that provide many academic service offerings to the community but still respect superior governance. As stated in Law no. 20 of 2003 article 26 paragraph 4, says that non-formal education is held in various units, consisting of course institutions, training institutions, study groups, Community Learning Centers (PKBM), and taklim assemblies, as well as similar education units.

PKBM provides a more complete program than other non-formal education. It can be likened that PKBM is a kind of minimarket that provides various household needs, in contrast to other non-formal education units, which only have one type of non-formal education program. PKBM is a community-based institution. In the standard procedure for implementing PKBM, PKBM is a community learning initiative established by and for the community (Ella, 2012).

Optimizing education services to the community in PKBM must be encouraged, considering the increasingly pressing needs and PKBM being a forum that can accommodate many educational services for the community. Of course, there are still many things that need to be completed to achieve service optimization, especially in the aspect of PKBM institutional management, which seems to be held less varied, meaning that educational programs implemented by PKBM tend not to have breakthroughs that allow innovative programs to be realized (Tohani, 2010). This article focuses on PKBM management in optimizing services to the community carried out in one of the well-known PKBM. With the optimization in management, non-formal education will show its fangs where the functions that have been proclaimed can be maximized, and the government's attention will look automatically.

RESEARCH METHODS

This research uses descriptive qualitative using a phenomenological approach. Qualitative research will be a provision able to understand the social context more broadly and deeply (Sugiyono, 2016). This research was conducted at PKBM Tunas Pratama Blitar City, one of the best PKBM in Blitar. The research subjects consisted of the PKBM director, institutional staff, student staff, curriculum staff, tutors, and learning residents. The data collection techniques used were in-depth interviews, participant observation, and documentation studies. The data analysis technique used is the analysis of Creswell (2015); The researcher reads all the data obtained from direct observation, in-depth interviews, and documentary data which are then combined with the analysis according to Miles and Huberman (2014) with data reduction, data presentation, and concluding.

RESULTS AND DISCUSSION
Non-formal Education in Indonesia

The emergence of non-formal education around the late 60's the to early '70s as in their book Philip Coombs and Manzoor quoted by Rahmat (2018) with the title The World Crisis In Education, where the emergence is caused by the need for education that is so broad, especially in developing countries. In Indonesia, several concepts are developing, namely community education, social education, out-of-school education, and non-formal education. In the early stages of community development, lifelong education, and a learning society (Yoyon & Entoh, 2016).

Community education has developed in Indonesia since 1946. It is an educational effort for adults outside the school environment that aims to provide literacy and general knowledge to follow developments and life's needs. Then social education, which has a similar meaning to public education and non-formal education today, has developed in Indonesia since the 1950s, especially among universities that are more or less influenced by the development of social education in Japan known as "Shakai Kyouikiu" (Suryono, 2016).

Furthermore, in 1982, public education and social education in Indonesia changed its name to education outside of school, including non-formal and informal education. Education outside of school is not much different from the notion of community education and non-formal education that developed after it. The essence is the same, namely any organized educational activity outside the school system.

There are three fundamental foundations for non-formal education in Indonesia: the 1945 Constitution, RI Law no. 20 of 2003, and Government Regulation of the Republic of Indonesia No. 73 of 1991 regarding education outside of school or non-formal (Rahmat, 2018). Law Number 20 of 2003, Article 26 paragraph 1 explains that non-formal education is held for people who need educational services that function as substitutes, additions, and complements to formal education to support lifelong education. Non-formal education functions as a substitute, enhancer, and complement to formal education to support lifelong education and develop the potential of learners with an

emphasis on mastering knowledge and functional skills and developing professional attitudes and personalities (Wahyu, 2018).

According to Abdulhak and Suprayogi (2012), in terms of learning or educational objectives, non-formal education is responsible for achieving and fulfilling broad goals, levels, and scopes. It is in this capacity that multi-purpose non-formal education emerges. Referring to Law Number 20 of 2003 concerning the National Education System article 26 paragraph 4, Indonesia classifies non-formal education in the following activities; life education, early childhood education, youth education, women's empowerment education, literacy education, skills and work education, education to know, and other education aimed at developing students' abilities.

Management of Non-Formal Education at PKBM Tunas Pratama
Planning for Optimizing Education Services to the Community

Educational planning is a key to the effectiveness of an activity to achieve the expected educational goals (Silviani et al., 2021). Especially in non-formal education, which can be part of the challenge for educational planners. Its diverse nature is a challenge for educational planners. Non-formal education planning is an activity related to a systematic effort that describes a series of actions that will be carried out to achieve program goals oriented to the institution's goals (Hersi & Bal, 2021).

There are two types of planning in non-formal education, namely; 1) allocative planning, characterized by efforts to distribute or share (allocate) resources to activities and parties who will use them with the Planning, Programming, and Budgeting System (PPBS) system pattern, and 2) Innovative planning, characterized by There are efforts to develop new ideas and activities in solving problems that have three main characteristics, namely: the formation of new institutions, orientation to actions or activities, and mobilizing the necessary resources (Heni, 2017).

The two forms of planning need to be distinguished between allocative and innovative planning. Allocative planning is concerned with distributing limited resources among users who compete for them, while creative planning is concerned with structural changes in a system of social relations (Sugiono, 2018).

The beginning of the establishment of PKBM Tunas Pratama can be said to complement the regulations for the existence of PKBM in each region. The initial formation of Tunas Pratama PKBM by preparing all the requirements. Things that need to be ready for the construction of PKBM are by planning the implementation of at least 3 (three) types of activities, data on prospective learning citizens, provision of educators or tutors, infrastructure, media, and learning tools, management data, and budget plans (Standards and PKBM Implementation Procedures, 2012). Planning begins with the formulation and determination of the institution's vision, mission, and goals.

The next stage is socialization to the community, which aims to provide information and explanations to the community about the need to establish PKBM. Socialization to get community participation, marketing system used with ball pick-up system or visiting the community itself. However, as time

goes by and the development of an increasingly rapid era of technology, PKBM Tunas Pratama actively optimizes online publications and socialization on websites and social media. Where technological advances have a positive impact that is facilitative (facilitating), it is no exception to the effectiveness of educational marketing (Sudarsri, 2018).

After the socialization stage, the next step is to identify the community's needs, which will determine what types of activities or programs will be developed through deliberation. At its inception, Tunas Pratama PKBM had literacy programs, equality education, and Community Reading Parks (TBM). Because indeed, at that time, the condition of the area where education was not evenly distributed, there were still many illiterate people who dropped out of school. However, after being declared free of illiteracy, literacy education was replaced with skills programs. This shows that PKBM is present as an alternative institution in meeting educational needs to improve the quality of life by the scope and characteristics of non-formal education, which is more oriented to market (society) needs without compromising academic aspects (Rahmat, 2018).

Planning for optimizing education services to the community in Tunas Pratama PKBM, namely; planning the online equivalence education learning process, preparing for the use of the 2013 curriculum (K13) based on the policy that all PKBM by 2020 must have implemented K13, and additional learning planning on equivalence education on psychological guidance and education as well as planning for determining programs that society needs.

Some of these plans include applying the theory proposed by Friedman in Sudjana (2003) regarding allocative planning, which is categorized into four types, command planning, policies planning, corporate planning, and participant planning. In addition, the planning is by the principles of out-of-school education planning. The regulations include the decision-making process, scientific techniques, and organized actions or activities (Myende et al., 2018; Wilcox et al., 2021). It can be said that the key in optimizing education services to the community is courage in making decisions.

Organizing the Optimization of Education Services to the Community

Organizing is a continuation of the planning function in a management system (Musaddad, 2021; Ikbal, 2021). Organizing can be the lifeblood of an organization or institution, so this management function is very influential on the sustainability of an organization or institution (Shateri & Hayat, 2020). Organizing is done to collect and compile all the resources required in the plan, especially human resources, so that the activities to achieve the goals that have been set can be carried out effectively and efficiently (Kausar et al., 2020).

In Tunas Pratama PKBM, the organization is carried out by the manager based on the responsibilities and authorities of each section. Organizing PKBM Tunas Pratama establishes an organizational structure and runs based on their respective main tasks. Managers are the spearhead of the implementation of PKBM management, so it is necessary to have a comfortable workplace to create cohesiveness.

The organizational climate that is built must be good so that the implementation of all programs is also optimal. The characteristics or components of organizational climate influence corporate members to behave in specific ways (Bibiana et al., 2020; Sukmawati & Rafni, 2020). It is well known among the public that the quote "Teamwork makes the dream work," which is the title of John C. Maxwell's book to realize big dreams by working together. This is used as a guide for the PKBM Tunas Pratama manager. Moreover, the managers feel that it is not just teamwork but more than family work as it is called.

Efforts to get the best commitment from members of the organization need to create things that can support it. The existence of workplace spiritual values can increase the loyalty and meaning of employees' lives at the institution through several things (Fitri et al., 2018). The values that can increase work commitment are the values of togetherness, responsibility, fairness, trust, sincerity, integrity, innovation, and professionalism. In addition, the meaning of work is a moral call, a form of gratitude, fulfilling needs, worship, self-actualization, the command of Allah SWT, working according to the main task. Plus building a work atmosphere with workplace culture and workplace climate, improving the quality of institutions, holding beneficial activities, adding infrastructure to support activities, friendly communication, social media as a means of socialization, religious training or coaching and motivation, establishing collaboration.

In Tunas Pratama PKBM, some workplace spirituality values have been created in the Tunas Pratama PKBM management circle. The discounts of togetherness, trust, integrity, professionalism, and so on are reflected in every execution of PKBM management. When they are full of sincerity, they must act as staff who work extra and serve as tutors.

Managers work based on a moral calling, a form of gratitude, and self-actualization. One of the staff recounted when he first chose to join PKBM, and until now, he has been working in it because apart from graduating from non-formal education, there is also a moral calling. According to him, if you work hard in non-formal education to fulfill your financial needs, you will certainly not get what you expect, only the fatigue you get. Workplace culture and workplace climate are shrouded in family ties supported by friendly and effective communication. Effective communication becomes an integral part of the organization in its efforts. Achievement of goals. Often organizations fail in Achieving goals is caused by ineffective communication factors (Nasukah et al., 2020; Musaddad, 2021; Onia, 2021). In his daily life, before starting work, he holds valuable activities such as sports and cycling together to foster a strong sense of togetherness and trust. So that comfort and positive actions color the Tunas Pratama PKBM.

Implementation of Optimizing Education Services to the Community

Implementation or mobilization is one of the management functions that realize the results of planning and organizing. Accounting is an effort to move or direct the workforce and utilize existing facilities intended to work together

(Alshurafat et al., 2020). The implementation of non-formal education itself is one of the efforts in developing students' abilities, skills, and talents, which will be very useful in solving the challenges of life in the social environment (Sholekah & Mahmudah, 2020).

The programs implemented by Tunas Pratama PKBM are equality programs, community reading parks (TBM), entrepreneurship skills education (PKW). From the observations that have been made, the particular program and its strong development focus are firstly on equality education, especially during the pandemic, secondly on life skills education, whose program dynamically follows the needs of the community. Equality education is divided into two classes: the regular class and the cottage class. The typical course is also divided into the general standard and the traditional online programs.

Tunas Pratama PKBM strives to optimize education services to the community. First, the registration acceptance system is carried out from time to time which does not recognize the term new student admission registration (PPDB) and is consistent with the quantity capability limits that must be accepted inequality education. At the beginning of the semester, schools always publish PPDB, including equivalence education in PKBM. But not in Tunas Pratama PKBM, where there is no registration period as in other schools. Prospective study citizens have the freedom whenever they want to register. Registration is never closed, but if the quota is met at the class level, it will go down in the previous class; there will be no additional quota for the class capacity.

Second, innovation in the curriculum implementation, non-formal education is also subject to zoning. Students who have not been accommodated in the formal education sector can go to PKBM. So that the results are equivalent to traditional, equality education must also apply K13 (Kominfo Jatim, 2019). A Directorate General of Early Childhood Education policy regarding the implementation and use of the 2013 curriculum system learning (K13) in the learning process inequality education is enough to make PKBM stakeholders a disaster. The absence of genuinely PKBM guidelines requires managers to be more inventive in their implementation with their respective versions.

In the demands of implementing this curriculum, PKBM Tunas Pratama made several initiatives in concluding the implementation of K13. First, the schedule is designed flexibly. The performance of KBM so as not to burden the learning community, which requires it to last for five days according to the regulation, the packaging of the transition process for the application of different learning processes is made quite ideal. The exact implementation of KBM that learning residents know is Monday-Wednesday, while on Thursday-Friday, there is a learning extension in addition to completing assignments. So actually, the learning process lasts until Friday. Tunas Pratama PKBM is quite adaptive to the K13 policy because, in other PKBM, the KBM process still lasts for two days.

Second, a form of the learning system is made attractive so that learning residents do not feel bored and more enthusiastic about learning. Learning with

Face-to-face (TM) – Tutorial (T) and Independent (M) systems in regular schools. (TM) – (T) is a natural learning process in class with tutors in regular classes while through the "Zoom" application in regular online classes. (M) the learning process in which residents learn independently to do assignments at home through online learning application media "Edmodo" and "Whatsaap."

It is different in boarding schools using the "Blocking" system to facilitate scheduling and so that learning residents are not confused in receiving learning materials. From the beginning, it has been mapped out in each subject the number of meetings and its implementation in a row with the end of the evaluation. This shows one of the principles of the curriculum, namely flexibility which means it is not rigid and there is a kind of space that gives freedom of action (Idi, 2016).

Third, online-based learning, since long before the pandemic that forced all educational institutions to conduct virtual learning, Tunas Pratama PKBM had launched the paperless movement. Advances in information and communication technology provide many conveniences and possibilities in designing and developing an education system, especially online learning concepts and models, or called E-Learning (Horton, 2003).

Learning media is a physical means to convey content or learning materials, such as books, films, videos, and so on. Before the PKBM Tunas Pratama pandemic, they were familiar with learning media through the "Zoom" and "Edmodo" applications. The Ministry of Education and Culture created an online seTARA feature for a unique learning platform for equality education during the pandemic. This feature is a Learning Management System (LMS) that provides complete learning from planning, implementation to learning assessment (Kemendikbud, 2020). However, Tunas Pratama PKBM continues to optimize using the "Zoom," "Edmodo," and "Whatsaap" applications because they are used to both tutors and learning residents.

Fourth, the application of learning based on psychology and mental health education. Educational psychology influences the development of children. A child can develop his potential fully if he gets support from his surroundings (Asrori, 2020). Parents and educators must guide and support the child, so the teacher has a huge role. PKBM Tunas Pratama prioritizes mental health and the readiness of learning residents to become part of the community. So that in learning guidance and counseling, the provision of mental health material is essential.

Adelman and Taylor note that mental health problems and stress are significant barriers to learning (2000). According to the research results by Nanang Erma Gunawan, a lecturer at the Faculty of Education, Yogyakarta State University, who observes what is happening in the world of education in Indonesia, considering schools as agents of mental health for students is very appropriate (2014). School-based mental health services are the most feasible and most suitable design. Schools are academic institutions and schools that have comfortable programs and provide space for students to grow, develop, and learn to deal with psychological problems faced every day.

School-based mental health services have the potential to remove barriers to learning and help schools achieve their mission of educating (Nanang, 2014). This is by the program carried out at PKBM Tunas Pratama, where the provision of mental health materials removes learning barriers and provides students with learning resources to be able to stand creatively, independently, and efficiently as part of the community. In addition, all subjects are planned to be integrated with mental health. This begins with providing training to all tutors to help the institution achieve its educational mission.

Fifth, build many relationships; the entrepreneurship skills program (PKW) can be more colorful and maximal if it has many connections. By its understanding, PKBM is a vehicle for out-of-school education established and managed by the local community that concentrates explicitly on various learning efforts and community empowerment by the dynamics of community needs (Buhai Simanjuntak, 2004). This PKW program is carried out incidentally according to the community's needs. When there is a disbursement of funds from the government, the schedule and implementation limits are uncertain.

The existence of PKBM institutions is based on the selection of programs that are by the needs of education or community empowerment (Yulaelawati, 2012). One of the crucial goals in the development of PKBM is to improve the community's quality of life in terms of education, social and economic. In addition, the purpose of PKBM is to bring the educational service process closer, especially the learning service process combined with various demands, problems that occur around the community itself (Kamil, 2009).

In this case, Tunas Pratama PKBM tries to realize these goals. Several PKW programs that can improve the quality of life of the community in terms of education, social and economic aspects include: 1) Painting hijab training collaborates with the East Java Regional National Craft Council (Dekranasda); 2) Culinary training "Belitart" collaborates with the Ministry of Education and Culture of Blitar City by presenting resource persons for food business owners who are pretty well known in Blitar City; 3) Facilitating student theater members throughout Blitar Raya by organizing the Sinau Theater Anthropology program with several organizations engaged in the arts in Blitar, Malang, and Madura; 4) Held a Festival of Educational Innovation and Creativity (Fiesta) for Non-Formal Education in Blitar to collaborate with the Education Office of Blitar as an event for PKBM learning residents to showcase their craft.

Supervision of Optimizing Education Services to the Community

Supervision is the stage of determining the standards to be achieved, evaluating the results of implementing plans, and making decisions intended as actions to revise existing deficiencies (Renna et al., 2020). Supervision is the stage of determining the standards to be achieved, evaluating the results of implementing plans, and making decisions intended to revise existing deficiencies. The success in achieving a goal is half determined by implementing the project and the other half by supervision.

The strictness of the implementation of education outside of school is still loose compared to the implementation of school education. So that only with good supervision and supervision will the implementation of out-of-school education programs be realized. The charge will also include the monitoring process. Monitoring is generally carried out both before the coaching activity and at the same time as the implementation of the coaching (supervision or supervision) (Sudjana, 2003; Nuraeni & Irawan, 2021).

As is the case with supervision in Tunas Pratama PKBM, the focus is on implementing learning. Supervision or monitoring of PKBM is carried out by the manager himself directly. The supervisory process is carried out by administration and management by using two kinds of techniques, namely; 1) Direct Supervision if the leadership of the organization conducts its supervision of the activities being carried out; 2) Indirect, remote supervision carried out through reports from subordinates can be in written and oral form.

Monitoring the implementation of learning, carried out directly or indirectly. Direct supervision of the learning process is carried out by the director of PKBM Tunas Pratama, both on the continuity of learning and the learning community. This is done every 10-15 minutes before the lesson ends. Meanwhile, indirect supervision by assisting each tutor is mandated to the scheduled staff. The team accompanies directly by coming to school, while they help in every "zoom" room during the pandemic. The task in this assistance is to prepare each "zoom" room, check the presence of learning residents and ensure learning can take place well so that the tutor's task is only to deliver learning materials.

CONCLUSION

Based on the problem, Management of non-formal education must be carried out intensely and professionally so that educational services to the community are more optimal, by the vision and mission of non-formal education in participating in developing national education. Non-formal educational institutions, if managed wholeheartedly, will run well and be able to give birth to a superior, independent, creative, and efficient society in improving their standard of living. In addition, the existence of non-formal education will appear by itself if the manager focuses on improving the managerial quality of the institution, not only formal education, which is the prima donna but will go hand in hand in developing national education in the future.

PKBM Tunas Pratama provides many changes for the better in the managerial institution and can be used as a role model for other PKBM. Several things need to be considered by non-formal educational institutions in optimizing services to the community, especially in PKBM, namely: 1) The courage to make decisions in a plan; 2) Creating workplace spirituality with workplace culture and climate shrouded in kinship and supported by friendly communication; 3) Managing non-formal education is done wholeheartedly, willing to sacrifice and have high fighting power.

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