

## THE ROLE OF HUMAN RESOURCES IN THE MANAGEMENT OF NON-FORMAL EDUCATIONAL INSTITUTIONS

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### Abstract

The aim of this research is to analyze the role of human resources, the management process of non-formal educational institutions, and the obstacles to their management. The method used is a qualitative research method with a descriptive type. This research was conducted at the North Sangatta Kasih Bapa Foundation. This research instrument consisted of eight people. The research results show that the management of non-formal education institutions is carried out through planning, organizing, implementing, and evaluating. The management of non-formal educational institutions at the Kasih Bapa Foundation has been running well, although there are differences in the implementation process with other institutions. This does not reduce the impact resulting from the program implementation process. Meanwhile, the role of human resources in non-formal educational institutions is carried out through the process of designing, improving, managing, recruiting, and motivating human resources. The obstacles to managing non-formal educational institutions include teaching staff and parents of students. It is hoped that with a better understanding of the role of human resources, we can identify challenges, opportunities, and strategies that can be implemented to increase the contribution of non-formal education institutions to education and the development of society as a whole.

**Keywords:** Human Resources, Management, Educational Institutions, Non-Formal

### Abstrak

Tujuan penelitian ini adalah untuk menganalisis peran sumber daya manusia, proses pengelolaan lembaga pendidikan Non-Formal, dan kendala pengelolannya. Metode yang digunakan adalah metode penelitian kualitatif dengan jenis deskriptif. Penelitian ini dilakukan di Yayasan Kasih Bapa Sangatta Utara. Instrumen penelitian ini berjumlah delapan orang. Hasil penelitian menunjukkan pengelolaan lembaga pendidikan non-formal dilakukan melalui perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Pengelolaan lembaga pendidikan non formal di Yayasan Kasih Bapa telah berjalan dengan baik walaupun terdapat perbedaan-perbedaan dalam proses pelaksanaannya dengan lembaga lain namun tidak mengurangi dampak yang dihasilkan dari proses pelaksanaan program tersebut. Sementara peran sumber daya manusia di lembaga pendidikan non formal dilaksanakan melalui proses merancang, meningkatkan, mengelola, merekrut serta memotivasi sumber daya manusia. Adapun kendala dalam pengelolaan lembaga pendidikan non formal antara lain: tenaga pengajar, dan orang tua peserta didik. Diharapkan dengan pemahaman yang lebih baik tentang peran sumber daya manusia, dapat mengidentifikasi tantangan, peluang, dan strategi yang dapat diterapkan untuk meningkatkan kontribusi lembaga pendidikan non formal terhadap pendidikan dan pengembangan masyarakat secara keseluruhan.

**Kata kunci:** Sumber Daya Manusia, Pengelolaan, Lembaga Pendidikan, Non Formal

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## INTRODUCTION

Non-formal education is education taken outside of formal school activities. Resources in non-formal education are not required to have a degree but have skill skills (Manolescu, Florea, & Arustei, 2018). The management of non-formal education institutions is still often found to receive less attention than it should, compared to formal education (Debarliev, Janeska-Iliev, Stripeikis, & Zupan, 2022). The reasons for this can vary, and some of the factors that lead to the management of non-formal education institutions are often seen side-by-side because of: lack of public understanding, low priorities, not yet clear standards, lack of evaluation and performance measurement standards, not integration with the formal education system, as well as lack of funding and resources (Rahabav & Souisa, 2021).

Although non-formal education is often faced with such challenges, it should be borne in mind that it has great potential for providing educational opportunities to individuals who need it, such as those who cannot access formal education or seek special skills training. Improving the management of non-formal education institutions, raising public awareness of their benefits, and supporting them with adequate resources are measures that can help address these issues and enhance the role of informal education in the development of society (Dacholfany, 2018). Non-formal education plays a crucial role in providing training, skills improvement, and education to individuals outside the formal school environment. In order to achieve the objectives of non-formal education effectively, the role of human resources in the management of educational institutions becomes very significant. Human resources are individuals engaged in various roles in non-formal educational institutions, such as teachers, administrative staff, managers, and consultants (Mayombe, 2017). Everything is the backbone of a wide range of educational and training programs. The role of human resources in the management of non-formal educational institutions covers a wide range of aspects, including recruitment, selection, training, development, management, administration, quality improvement, and involvement in various aspects of the educational institution (Aris et al., 2023).

Non-formal education institutions provide education and training in various fields without having to follow the rules and regulations of formal education established by the government. Institutions of this kind create a friendly learning environment in which individuals can continue to learn throughout their lives. The process in non-formal educational institutions is very much the design of educational programs that include curricula, teaching methods, and assessments that are tailored to the needs of participants, while the characteristic is to accept participants from all backgrounds and diversity, including people with special needs.

Common problems found in non-formal educational institutions in the form of educational counseling institutions are unstandardized or inadequate teachers, underqualified or unactualized learning materials, which can reduce the benefits students gain from bimbel, and inefficient learning counselors in management and organization, including administrative problems, inappropriate scheduling, and improper communication, which can cause discomfort to students and parents (Sa'diah, Zulmuqim, & Kosim, 2021). Educational institutions must be able to understand effective learning methods; teachers must also follow and receive training to refresh teaching skills and improve learning materials.

Research related to the role of human resources and the management of non-formal educational institutions must have been done. Among them (Rizqi, 2022) is that human resources have a

very positive role in the quality management process of educational institutions. Another study was conducted by (Widiansyah, 2018), and the results show that the role of human resources is so vital in learning that the most common problems are in the learning process. Following research from (Dacholfany, 2018) on improving the quality of non-formal education, the results can be achieved through the accommodation of artistic activities, entrepreneurship, art, religious education, courses, training, or training.

The three research results described above show that the role of human resources in educational institutions plays a very important role in improving the quality of non-formal education institutions, but if traced further, the research that has been described is still generic, while this study focuses on the specific human resources role in the activities of learning counseling (Bimbel). The next novelty of this research is to integrate it with religious moderation because it is done at the Father's Foundation, which is a non-Muslim educational institution.

Based on the literary facts and phenomena described above, it is a policy for researchers to analyze more deeply the role of human resources in the management of non-formal education institutions. The aim of this study is to analyze and give a deeper interpretation of the human resources role, the management process of nonformal educational institutions, and its constraints.

## **METHODS**

A qualitative approach with a descriptive type is a method applied in this research. Research of this type requires an understanding and exploration of describing a phenomenon or event in depth related to the focus of research on the role of human resources in the management of formal educational institutions. This research is being carried out at the Father Sangatta North Charity Foundation. The informants in this study consisted of eight people, consisting of one Foundation Chairman, one Learning Counseling Home Head (Bimbel), one Deputy Chief of the Bimbel House, one administrator of the Bimbel House, and four student counseling tutors. The data collection techniques are observations, interviews, and documentation. Observations are carried out by researchers to observe, record, and understand behavior, activity, or phenomena being observed directly at the research site. The researchers visited the Father's Foundation directly to observe the role of human resources in educational institutions. The researchers did the next interview face-to-face based on the agreed time. Researchers use interviews in data collection to gain in-depth insight and understanding of the perspectives, experiences, and views of research subjects related to the focus of the research. Documentation involves the collection of information from various documents, records, or other written material relevant to the focus of research.

Data analysis in this study uses data analysis (Matthew B. Miles, A. Michael Huberman, 2014), namely: data collection, data condensation, data display, and conclusion drawing. Qualitative data analysis involves the interpretation of descriptive and non-numeric data, such as text, images, or sounds. Researchers identify the data they have collected based on themes, such as the focus of the research, and understand the meaning behind the information they obtain. Next, the researchers condensed the data by assembling and retelling the findings in the field to be displayed in the research findings. (display). Finally, researchers verify or draw conclusions based on in-depth analysis based on other people's literature and research results to reach relevant conclusions.

## RESULTS AND DISCUSSION

### Management of Non-formal Education Institutions

Management of non-formal educational institutions involves various activities of planning, organization, implementation, and evaluation of educational programmes outside the formal educational system such as schools and colleges (Khumsamart, 2022).

Research findings on the management of non-formal educational institutions in the place of guidance The Father's Fund is: managing the learning needs of pupils to be served in the school; designing a learning program that suits the needs of the pupils; creating an educational plan and modules that are suited to the learning objectives as well as the pupils' needs (W./I.1). Based on the findings of the above research, the management of non-formal educational institutions is done by looking at the abilities and needs of the pupils themselves.

#### 1. Programme planning of non-formal education institutions

Planning involves defining the goals of the organization, formulating strategies for achieving them, and developing a plan for the organization's work activities (Williams, 2002). The planning process is considered to be the most crucial step in all management functions because, without it, the implementation of other functions such as organization, guidance, and control will not be able to work.

The program planning implemented by the Father's Love Foundation is to study and identify the needs of the pupils, and the teacher will adjust the students' needs in the program planning.

Based on research findings that reveal that program planning is carried out through the mechanism of identification of needs in non-formal educational institutions, Next, after the needs are identified, the management of the institution conducts analysis and discussion with all stakeholders within the educational institution to formulate a program that can meet the needs that have been identified. It is in line with the results of the research (Nasution, 2017) that program planning is done as follows: identify learning needs, analyze learning, behavior, and initial characteristics of identified students, write specific learning goals, develop learning strategies, and carry out evaluations.

Thus, program planning in non-formal educational institutions, in particular the Father's Foundation in the form of the Bimbel House, can be done by observing the needs of the institution, holding meetings or discussions with the parties concerned, and subsequently preparing the program to be agreed upon and dissociated from all the resources that it has. This will make the program planning more structured and acceptable for application in nonformal education institutions.

#### 2. Organization of non-formal education programmes

Organizations in educational institutions can also help educational establishments keep up with technological developments in the era of digitalization so as to have a wide impact on internal and external institutions (Vasilev et al., 2020). The findings about the organization of educational institutions in the Father's Foundation are done with great attention to the abilities of teachers. Before the teacher teaches, he will undertake special training to deal with children with special needs, because at the Father's Foundation there are bimbel participants who have

special needs. This training teaches teachers about effective teaching methods for ABK, how to communicate well with children with special needs (ABK), and how to help ABK in learning (W/I.3).

The above findings show that in organizing programs in non-formal educational institutions, program organizing can be done by paying attention in detail to the skills and competences of teachers so that they can be placed in the appropriate learning group. Organization can also be seen in the ability to organize existing resources to enhance their competence through training to improve the competence of human resources. What has been implemented at the Father's Foundation is actually relatively the same as the results of the research carried out by Marani (Marani, 2017), where the competence of human resources in relation to the teaching methods used is very influential in the development of bimbil participants. This is supported by Rofisian (Rofisian, 2018), who states that it is very important for the teacher who will teach ABK to have a close relationship with the child so that when learning begins, ABK will easily understand what the teacher is teaching.

Thus, the organization of non-formal education institutions can be done by observing the programs that have been prepared to determine which program should be done first. The organization is divided into short-term, medium-term, and long-term programs. Short-term programs in the form of direct methods will be applied to the learning process, and medium- and long-term programs will be developed to enhance the competence of human resources.

### **3. Implementation of the Non-formal Education Institution Programme**

In general, implementation in management functions is the process of implementing all kinds of plans, ideas, and concepts at the management and operational level to achieve the goals of the organization (Steiss, 2019). Then, implementation within educational institutions is an activity carried out on the basis of a plan that has been prepared to achieve common goals. Implementation of the management of non-formal education institutions is carried out through the application of relevant curricula, effective teaching methods, in accordance with the needs of pupils, and good management (Saepudin, Akhyadi, & Saripah, 2020).

Field findings concerning the implementation of educational institutions at the Father's Foundation include: providing continuous training to teachers and staff on teaching strategies for children with special needs; supporting teaching and staff with the necessary resources and guidance; and providing facilities and equipment that are child-friendly and easily accessible (W./I.4). Other findings say that the execution of the educational institution at Father's Foundation performs a thorough assessment of the ability, skills, and needs of the child (W/I.5).

Based on the above findings, the implementation of the management of the non-formal education institutions program is carried out through continuous training, upgrading of teaching methods, renewal of curricula, fulfillment of the needs of learning facilities and facilities, up to its evaluation. The implementation process is also applied to other non-formal educational institutions, as expressed by (Muhlshottin & Roesminingsih, 2020) where implementation is through the learning process and the use of good and correct methods.

Thus, the implementation of the management of non-formal educational institutions at the Father's Foundation has gone well despite the differences in the process of its implementation

with other institutions, but it does not diminish the impact resulting from the program implementation process.

#### **4. Evaluation of Management of Non-formal Educational Institutions**

Evaluation of the management of an educational institution is a systematic and comprehensive process of evaluation of various operational and administrative aspects of a school (Crissien-Borrero, Velásquez-Rodríguez, Neira-Rodado, & Turizo-Martínez, 2019). The purpose of this evaluation is to evaluate the effectiveness, efficiency, and quality of services provided by educational institutions (Abbas, 2020).

The findings of the research on the evaluation of the management of educational institutions at the Father's Foundation are to take the following steps: First, determine the objectives of the evaluations. What aspects are to be evaluated, whether the quality of teaching, teacher improvement, or the teacher's role in learning? Secondly, the selection of evaluation methods. The selection of these methods depends on whether the evaluation will be done with surveys, interviews, class observations, or the analysis of the pupil's data. Third, the implementation of evaluations, either with data analysis methods or interviews and observations. Fourth, assessment and reporting. Evaluate evaluation findings and compile reports on evaluation results that include data analysis and recommended actions. Fifth, repair. Determine the actions to be taken based on the findings of the evaluation and keep an eye on the improvements that have been carried out (W./I.6).

The data shows that the evaluation process carried out at the Father's Foundation can help ensure the functioning of educational institutions and continue to improve the quality of education provided. In the research conducted by (W. Y. D. Utami, Jamaris, & Meilanie, 2019) it is mentioned that the evaluation process involves an assessment of consistency between field situations, management standards, as well as supporting theories. The results of this evaluation will reflect the extent to which the implementation of institutional management standards has taken place and will then serve as a benchmark for determining the steps that need to be taken in order to achieve the expected management of the institutions. Furthermore, these evaluations are tailored to the circumstances and specific needs of the institutions concerned.

Therefore, based on the findings of the above research on non-formal educational institutions, the Father's Charity Foundation has been managed effectively, but there is still room for improvement both in terms of the quality of teachers, the learning space, and the environment that supports the development of children with special needs.

#### **The role of human resources in the management of non-formal educational institutions**

Human resource management is currently receiving intensive attention from various parties because of its more significant impact on organizational efficiency than other resources. The quality of human resources management will play a crucial role in determining the success of the organization in the future. On the other hand, if human resource management is not optimal, organizational efficiency will not be achieved (Anwar & Abdullah, 2021).

Human resource management is an approach to managing the educational power of an organization in order to contribute to the achievement of the goals of the institution. Human resources management covers a range of activities and purposes designed to design, enhance, manage, and motivate human resources in an organization. These include aspects such as

recruitment, training, development, performance evaluation, remuneration, and conflict management (W./I.7).

The findings of the research on the role of human resources in the Father's Foundation are that it is still short and needs improvement and development. Less in terms of the competence of teachers who are not specialized for pupils with special needs. However these shortcomings can still be overcome with a few teachers selected to attend existing seminars. After that, the teacher will train the teachers who are in the Foundation (W./I.8).

Based on the above findings, the management of non-formal educational institutions is carried out through the process of planning, improving, managing, and motivating human resources. In the research conducted by (Tiara, Supriyadi, & Martini, 2023), it is explained that the role of human resources in education institutions indicates that human resources are the primary assets of organizations that need to be optimally regulated. Therefore, human resource management in educational institutions has a strategic nature.

Thus, in order to ensure the existence of an institution and its purpose, effective human resource planning is required. Without proper staff support, either in terms of quantity, quality, strategy, or operational. Non-formal educational institutions cannot survive and thrive. Efficient management of human resources has a significant impact on the quality of education organized, so attention should be paid to the function of human resource management in educational institutions.

Human resources not only includes the recruitment and selection of qualified employees but also manages performance, motivates employees, and resolves conflicts (Wilton, 2019). Effective human resources, together with a team of highly educated educators, enable educational institutions to foster a positive learning environment, help students grow, and achieve learning goals quickly and effectively (Meng & Sumettikoon, 2022). In addition to improving working conditions and reducing employee shifts, effective human resource management also increases employee motivation and employee spirit. All these factors support the long-term success of educational institutions.

Human resources (teachers) are very important for educational institutions, as they will be the foundation of the learning process. In addition to communicating science, teachers also act as mentors, motivators, and examples for their pupils (Tuomikoski et al., 2020). Teachers play a role in shaping the student's personality, encouraging learning, and supporting the potential growth of each student (Simamora & Pasaribu, 2023). Meeting the needs of teachers in terms of training, support, and appreciation is crucial to raising educational standards and achieving educational objectives because the quality of the teacher has a significant impact on the education quality obtained by children.

Field findings show that learning about the needs of teachers in the Father's Love Foundation suggests that teachers' needs are tailored to the children's needs and the number of pupils (W./I.4). Teachers must have the ability to observe how their students behave and react to the curriculum. In addition, teachers can better understand the needs and knowledge levels of students by conducting routine interaction with them, either through relaxed conversations or formative assessments, learning assessments, or parent input (W./I.6). Other findings suggest that the recruitment of teachers is done by seeking information from mouth-to-mouth about

whether someone is going to teach. So this foundation doesn't post an announcement on any social media for the recruitment of teachers or staff. The selection of teachers at the Father's Foundation is based on interviews, writing, and drawing (W./I.5).

Based on the field findings above, to ensure that children get quality learning, teachers need to have competence in the field taught. As outlined by (S. Utami, 2019), effective recruitment helps non-formal educational institutions acquire qualified and committed teachers. A good teacher is able to motivate, teach, and guide his pupils effectively. Teachers also play an important role in creating a friendly and encouraging learning atmosphere, which can enhance students' motivation and academic success (Dörnyei & Muir, 2019).

In a study conducted by (A'yun, Imron, & Arifin, 2019), it was revealed that candidates are expected to carry personal information along with application data as part of supporting the possibility of passing candidates through the file selection phase. After that, the school gathers all candidate documents in summary form, aimed at facilitating the identification of eligible candidates, and can proceed to the next stage of selection. These selection criteria are determined by the school itself (the principle of school autonomy), not by the government, thus giving more authority to the school in setting its procedures.

Looking at the results of the above analysis of the research, it can be concluded that the recruitment and selection process at the Father's Love Foundation is already under way in terms of the announcement of new teacher recruitments. However, there are still shortcomings in the item making a general announcement for the recruiting of new teachers aimed at getting candidate teachers who are more professional in dealing with and giving to children with special needs. This is expected to be enhanced for the development of the human resources already existing.

### **Obstacles to the Management of Non-formal Educational Institutions**

Management issues in educational institutions, especially those serving children with special needs, require a highly concentrated and sensitive approach to meeting the needs of each student (Zigmond & Kloo, 2017). The issue highlights the importance of being inclusive, giving equal access to education to all children, and modifying and transforming teaching to meet individual needs (Aiello & Pace, 2020); (Rad et al., 2022). All these components work together to provide a friendly and encouraging learning environment where every student has equal opportunities to advance.

The results of the findings about the management barriers in the educational institutions at the Father's Foundation are: First, the teachers. When advised and criticized, Father's Foundation teachers often rejected it and refused to accept it. The lack of teachers is also a barrier experienced at the Father's Foundation. What is happening at the moment in the Foundation is more students than teachers. Additionally, the impediment to teaching is that it is more difficult to help children with special needs in their development due to a lack of training. Second, parents of pupils (W./I.8).

Working with the student's parents can be a challenge in itself because, despite the conflicting diet and still giving medically prohibited food to children, While this contributes to the child's developmental delay, The parents of the students often ask for rapid development for their children. Children with special needs are sometimes bullshit and difficult to regulate, so it's a



problem for the foundation. Because the pupils can be very unreasonable when bullshitting, which can result in injury.

Thus, citing the results of research on obstacles or issues in the management of educational institutions conducted by (Anam, Ridho, & Rohman, 2017) stated that the emerging problems focused on the administration, which, although managed, was still done manually. It creates barriers when drawing up reports and in the decision-making process. Administrative implementation is heavily dependent on administrative officers, whose numbers are limited and their capabilities are also limited.

The results of the researchers' analysis showed that the management of educational institutions has a variety of difficult problems, especially in non-formal education institutions that serve children with special needs. These challenges emphasize the importance of implementing a comprehensive strategy that focuses on the individual needs of each student. (Umam & Ferianto, 2023). For effective administration in educational institutions, equitable access to education and the modification of teaching methods are required to adapt to the diversity of students. It can also understand the demands of each student, develop the skills of the teaching staff, and involve parents as partners in the classroom. Finally, it provides an inclusive and supportive learning environment where every child has an equal opportunity to realize their potential through collaboration between schools, parents, and the community.

## **CONCLUSION**

Based on the results of research on the role of human resources in the management of non-formal educational institutions, it can be concluded that the human resources role has a significant impact on the success and effectiveness of the institutions. Effective human resource management is the key to ensuring operational smoothness and achieving the goals of non-formal educational institutions. Research shows that aspects such as selection, training, and staff development play a crucial role in improving the quality of education services. Skilled, trained, and motivated human resources can make the maximum contribution to the learning process and the administrative management of the institution. Furthermore, the research highlights the need to adapt human resource management strategies to the specific characteristics of non-formal educational institutions. Flexibility, innovation, and responsiveness to the dynamics of student needs are important factors to be taken into account in managing human resources in non-formal educational institutions. By understanding the strategic role of human resources, non-formal educational institutions can design more effective management policies and practices to improve the quality of educational services. The conclusion emphasizes the importance of continuous improvement in human resource management as an effort to advance non-formal education institutions to meet public demands for quality and relevant education.

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