Analysis of Methods and Approaches in Project Management in Non-Formal Education in Indonesia

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Abstract. Non-formal education in Indonesia plays an important role in the development of human resources who are able to adapt to changing times. Project management in non-formal education is key to increasing the effectiveness and efficiency of the educational programs offered. However, there are challenges in the application of conventional project management methods due to the dynamics and specific needs of non-formal education that often change. This paper aims to analyze the methods and approaches in project management used in non-formal education in Indonesia, as well as identify strategies that can improve the effectiveness and efficiency of non-formal education programs. The method used is a literature review, where data is collected from Scopus standard journals, related books, and policy documents. The results show that the Critical Path (CPM) method can be used to identify important tasks in non-formal education projects and help set realistic time frames. The project management approach also needs to consider risk identification, mitigation strategies, and open communication between stakeholders. Empowerment management plays an important role in increasing community capacity through non-formal education programs that are tailored to local needs. Comprehensive program planning and continuous evaluation and monitoring are also key to the success of non-formal education projects. This study implies that non-formal educational institutions in Indonesia need to adopt more flexible and adaptive project management methods. The novelty of this study lies in the comparative analysis between conventional and adaptive project management methods, as well as strategic recommendations for the implementation of CCPM in the context of non-formal education. The contribution of this research is to provide new insights into the application of project management in non-formal education and to offer a framework that educational project managers can use to improve the effectiveness of their programs. This study also provides recommendations for the development of project management training that is in accordance with the needs of non-formal education in Indonesia.

*Keywords***:** Project Management, Non-formal Education, Indonesia, Critical Chain Project Management.

INTRODUCTION

Non-formal education in Indonesia has become increasingly important in this digital era, where the need for lifelong learning and keeping up with technological developments and the ever-changing job market is very

urgent (Hardiyanto et al, 2023). This article aims to analyze methods and approaches in project management on non-formal education in Indonesia, focusing on how project management can improve the effectiveness and efficiency of non-formal education programs.

Non-formal education includes different types of training, courses, seminars, and workshops designed to help individuals improve their skills in a particular field. This education provides greater flexibility in terms of when and where to study, as well as greater accessibility for those who do not have the opportunity to attend formal education. In addition, non-formal education also provides practical skills needed by the job market, which can increase career opportunities or open up new business opportunities.

Project management is a discipline that every professional individual in an organization must have. This is because the ever-changing dynamics of organizations require the ability to create ideas that are manifested in the form of projects (Suhartono et al, 2022). A project is a complex, non-routine business activity that has limitations on time, budget, and resources, and has specific specifications for the product to be produced. Frequently used project management methods include the Critical Path Method (CPM), Waterfall Project Management Approach, and Critical Chain Project Management (CCPM).

Non-formal educational institutions have the goal of developing students' abilities and meeting the needs of learning at the basic level and continuing education after the fulfillment of basic education. The function of non-formal educational institutions is to provide more flexible and practical learning opportunities, which can assist individuals in improving their quality of life (Saveliev, 2021). One of the main problems in project management in non-formal education is how to keep up with technological developments and the ever-changing job market. Non-formal education must be able to adapt quickly to these changes to remain relevant and effective (Kicherova and Trifonova, 2023). In addition, another challenge is how to ensure that non-formal education programs are accessible to all walks of life, including those who do not have the opportunity to attend formal education.

Previous research has shown that project management methods used in non-formal education are often not optimal. For example, the use of the Critical Path Method (CPM) method and the Waterfall approach in non-formal education project management often do not take into account the flexibility and dynamics required in the context of non-formal education. This can hinder the effectiveness of non-formal education programs in achieving their goals (Morgan et al, 2021). The Critical Path Method (CPM) is a step-by-step project management technique that identifies critical and non-critical tasks with the goal of preventing time-frame problems and process bottlenecks. The Waterfall approach is a linear and sequential design process often used in project management and software development, where progress flows in one direction like a waterfall through the phases of conception, initiation, analysis, design, construction, testing, deployment, and maintenance (Urlić and Car, 2023).

In the context of non-formal education, which is typically characterized by its flexibility, adaptability, and learner-centered approach, the rigid structure of CPM and Waterfall can be problematic (Chathuranga et al, 2023). Non-formal education programs often need to adapt to the changing needs of learners and the community, respond to immediate educational demands, and be flexible enough to incorporate new insights and feedback during the program's implementation. The CPM, while useful for projects with well-defined activities and timelines, may not accommodate the iterative nature of educational programs, where the learning process itself can alter the project's trajectory (Demirag et al, 2023). Similarly, the Waterfall approach, with its sequential phases, may not allow for the necessary back-and-forth flow of information and adaptation required in educational settings. For instance, in a non-formal education project aimed at improving literacy among adults, the learning materials and methods may need to be adjusted frequently based on the learners' feedback and progress. If the project management approach is too rigid, such as strictly following CPM or Waterfall, there may be little room for making the necessary adjustments in a timely manner, which could lead to less effective educational outcomes.

This research offers novelty by integrating more flexible and adaptive project management methods and approaches in the context of non-formal education. By considering the dynamics and special needs of non-

formal education, this study can provide a more effective and efficient solution in the management of non-formal education projects in Indonesia. The purpose of this study is to analyze methods and approaches in project management in non-formal education in Indonesia, as well as to identify strategies that can improve the effectiveness and efficiency of non-formal education programs. This research is important because non-formal education plays a key role in meeting lifelong learning needs and keeping up with technology and the ever-changing job market. This research is expected to contribute in the form of practical recommendations to improve project management in non-formal education, which can ultimately improve the quality and accessibility of non-formal education in Indonesia.

METHODS

This study uses the literature review method to analyze methods and approaches in project management in non-formal education in Indonesia. This method was chosen because it allows researchers to elaborate, summarize, and construct relevant theoretical ideas and research results from various sources that have been published The data used in this study are sourced from articles published in international standard scientific journals, books, and policy documents relevant to the research topic. Keywords used in the data search include "project management", "non-formal education", and "Indonesia". In addition, data is also obtained from various academic search engines such as Dissertation Abstracts, Web of Science, ERIC, and ProQuest Direct. The data analysis process is carried out by organizing, categorizing, and interpreting information obtained from various sources. The researcher identifies the project management methods and approaches used in the context of non-formal education, as well as evaluates the effectiveness and efficiency of the methods.

Data sources in this study include journal articles, books, and policy documents that discuss project management and non-formal education. Some of the main sources used include: Journal articles that discuss community empowerment through non-formal education in Indonesia, Journal articles that analyze methods and approaches in project management in the world of education. In addition, there are policy documents related to non-formal education in Indonesia, such as Law No. 20 of 2003 concerning the National Education System and Regulation of the Minister of Education and Culture.

To ensure the validity and reliability of the data, researchers use a variety of credible and tested sources. In addition, researchers also triangulation data by comparing information from various sources to get a more comprehensive and accurate picture. The literature review method used in this study allows researchers to collect and analyze information from various relevant sources.

RESULTS AND DISCUSSION

This study identifies several project management methods and approaches used in non-formal education in Indonesia. The most commonly used methods are the Critical Path Method (CPM), Waterfall Project Management Approach, and Critical Chain Project Management (CCPM). Each method has different advantages and disadvantages in the context of non-formal education. This study found that the project management methods used in non-formal education in Indonesia are often not optimal. This is in line with previous research findings that show that the use of CPM and Waterfall methods in non-formal education project management often does not take into account the necessary flexibility and dynamics. Previous research also emphasizes the importance of adapting project management methods to improve the effectiveness of non-formal education programs.

Basic Concepts of Non-Formal Education Project Management

Project management in non-formal education is a complex process that involves systematic planning, implementation, and evaluation to achieve the set educational goals (Bukvić, 2020). Non-formal education has an important role in the development of the quality of Indonesia's human resources, especially through

educational services outside the formal school system. Project management in non-formal education is a complex and dynamic process, which includes systematic planning, implementation, and evaluation to achieve predetermined educational goals. In the context of non-formal education, project management focuses not only on administrative aspects, but also on the development of the quality of human resources. This is in line with the role of non-formal education as a complement or alternative to formal education, which aims to improve access and quality of education for people who are underserved by the formal education system (Mustangin et al., 2021). Therefore, it is important to apply effective project management principles to ensure that non-formal education programs can run well and have a positive impact on learners.

One of the important aspects of non-formal education project management is human resource management. Good human resource management can increase the effectiveness and efficiency of educational programs. In research conducted by Katangchol et al, (2023), it is explained that human resource management includes staff development, compensation, and relationships between employees and management to achieve organizational goals. In the context of non-formal education, this means that program managers must ensure that teaching staff and support staff are adequately competent and have the necessary support to carry out their duties effectively (Chris, 2023). Thus, good human resource management will contribute to the success of non-formal education programs.

In addition, the application of the right project management methodology is also very important in the context of non-formal education. Methods such as Project Management Body of Knowledge (PMBOK) can be used to provide a clear framework for the management of educational projects. Research by shows that the implementation of PMBOK in school organizations can help ensure that all project management processes are met and in accordance with national education standards (Rajabiantoro et al., 2022). By using a systematic and structured approach, non-formal education project managers can more easily identify risks, manage budgets, and monitor and evaluate project progress.

Finally, effective communication is key in the management of non-formal education projects. emphasizing the importance of good communication planning to improve the project management process (Azzahra et al., 2022). In the context of non-formal education, clear and open communication between all stakeholders, including managers, teachers, and learners, is essential to ensure that all parties understand the goals and expectations of the program being run. Thus, project management in non-formal education focuses not only on the technical aspects, but also on the development of good relationships between all parties involved.

Effective Project Management Methods

In non-formal education project management, more flexible and adaptive methods such as Critical Chain Project Management (CCPM) have shown more effective results. CCPM focuses on managing the critical chain of projects, which are the most important and high-risk stages. Thus, managers can allocate resources more effectively and reduce project time. In the context of non-formal education project management, the application of the Critical Chain Project Management (CCPM) method offers a more flexible and adaptive approach compared to traditional methods. CCPM focuses on managing the project's critical chain, which includes the most important and high-risk stages (Roshdi et al., 2022). By identifying and prioritizing key elements in a project, managers can allocate resources more effectively, thereby reducing project completion time and increasing the likelihood of achieving established educational goals. This is especially relevant in non-formal education, where resources are often limited and the need for rapid response to change is high.

One of the key advantages of CCPM is its ability to reduce project time by minimizing delays caused by uncertainty and risk. Zorrila & Tisdell (2016) explain that proper resource management and efficient allocation can help overcome the problems of delays and overcosts that often occur in large projects. In informal education, where projects often involve many stakeholders and unpredictable variables, this approach can provide a better framework for managing those dynamics. As such, project managers can focus more on achieving the desired outcomes, rather than getting bogged down in unnecessary administrative matters. In

addition, the importance of the role of the project manager in this context cannot be ignored. Karlsen et al. (2022) highlight that project managers must function as effective resource managers, especially in projects involving public change. In non-formal education, project managers need to have the skills to manage various resources, including teaching staff, facilities, and learning materials, in order to achieve optimal results. By using the CCPM approach, project managers can be better at planning and executing projects, as well as in adapting to changes that may occur during execution.

Implementation of CCPM in non-formal education can also increase collaboration between all parties involved. With a focus on clear communication and risk management, this method encourages greater engagement from all stakeholders, including learners, teachers, and managers. Although there are no direct references to support this claim, the importance of collaboration in non-formal education has been discussed in the educational literature. Thus, CCPM not only improves the efficiency of the project, but also strengthens the relationship between all stakeholders in non-formal education.

Project Management Approach in Non-Formal Education

The project management approach in non-formal education must consider the unique characteristics of non-formal education. For example, non-formal education is often carried out independently by the community, institutions, or the government, so there is a need for effective and meaningful management. This is reflected in the book "Non-formal Education Project Management" by Entoh Tohani, which states that the management of non-formal education projects must be directed, structured, and have a clear mechanism in achieving educational goals.

The project management approach in non-formal education must consider the unique characteristics of non-formal education. For example, non-formal education is often carried out independently by the community, institutions, or the government, so there is a need for effective and meaningful management. Non-formal education must be flexible to facilitate access to education for marginalized children, such as street children, and serve as a complement to formal education (Ferlyn et al., 2024; Fakhruddin et al, 2023). In this context, it is important to adopt an approach that can accommodate the needs and challenges faced by non-formal education, such as flexibility in program planning and implementation. One of the important aspects of non-formal education project management is risk management. Non-formal education often operates in an uncertain environment, where risks can arise from a variety of factors, including resource limitations and changing societal needs (Guillermo, 2022).

The importance of a dynamic systems approach to understand the impact of risks on time and resources in projects, which can be applied in the context of non-formal education to improve the effectiveness of project management (Boateng et al, 2020). As such, project managers need to have a clear strategy for identifying, analyzing, and managing risks that may occur during the implementation of non-formal education programs. In addition, collaboration between various stakeholders is also a key factor in the success of non-formal education project management. Alshehhi et al. (2024) show that increasing access to non-formal education requires cooperation between the government, educational institutions, and the community to overcome the problem of financing and managing education. In this case, the project manager must be able to build a strong network and effective communication between all parties involved, so that educational goals can be achieved together. This is also in line with project management principles that emphasize the importance of involving all stakeholders in every stage of the project. Finally, evaluation and feedback are important elements in non-formal education project management.

Good learning management must involve a systematic evaluation process to ensure that the programs run meet the needs of students and achieve the expected goals (Hu and Raman, 2024). By conducting periodic evaluations, project managers can identify areas that need improvement and make necessary adjustments to improve the quality of non-formal education. Therefore, an effective project management approach in non-formal education must include clear and continuous evaluation mechanisms.

The Role of Empowerment Management in Non-Formal Education

Empowerment management is also one of the effective approaches in non-formal education. Empowerment management involves planning, implementation, and evaluation that focuses on community empowerment. Empowerment management in non-formal education is an effective approach to increase community capacity and independence. This process is very important because non-formal education provides flexibility that allows people, especially disadvantaged groups, to access education that suits their needs (Laila and Salahudin, 2022; Arbarini et al, 2022).

Non-formal education serves as a forum that helps increase learning motivation and provides support for individuals who are experiencing difficulties in formal education. In the implementation of empowerment management, planning is a crucial first step. Good planning includes setting clear goals and strategies to achieve them. This is in line with the opinion that education management must involve effective management to achieve educational goals optimally (Sholeh, 2023). Non-formal education plays an important role in increasing learning motivation and providing support for individuals who experience difficulties in formal education. Good planning in empowerment management, including setting clear goals and strategies, is a crucial first step. Non-formal education can significantly increase students' motivation to learn. Non-formal activities help students become more involved in their own learning and develop key competencies as well as cross-disciplinary competencies. The development of a model of non-formal educational activities based on McClenland's theory of achievement motivation can improve the achievement motivation, self-concept, and United Kingdom achievement scores of non-formal students. Non-formal education complements formal education and together can reduce unemployment, increase self-confidence, and create a better world.

Non-formal education brings motivation that is not taught at university and experience from trainers in various fields. Non-formal education plays an important role in increasing students' motivation to learn and providing additional support that is not always available in the formal education system (Widodo and Nusantara, 2020). With good planning and the right strategies, non-formal education can help students develop the competencies necessary to succeed in their academic and professional lives. In addition, the implementation of empowerment programs must involve active participation from the community, so that they feel owned and responsible for the programs being run. Continuous mentoring is also important to ensure that the planned program can be implemented properly and deliver the expected results. Evaluation is the final stage that is no less important in empowerment management. Through evaluation, the success of the program can be measured and analyzed, so that improvements can be made for future programs.

Systematic evaluation helps in understanding the impact of the empowerment programs that have been implemented, as well as providing feedback for future planning (Atta, 2023). Thus, empowerment management in non-formal education not only focuses on the educational aspect, but also on building the capacity of the community as a whole, which can ultimately improve the welfare of the community.

Non-Formal Education Program Planning

Planning a non-formal education program is a very important first step in project management. Program planning must be carried out in a structured and tiered manner to ensure that the program can be implemented properly. Planning a non-formal education program is a very important first step in project management (Rofi and Asmaroini, 2022; Yulianingsih et al, 2023). In the context of non-formal education, structured and tiered planning not only ensures that the program can be implemented well, but also ensures that the program is in accordance with the needs of the communities served.

This is in line with research that shows that good planning in non-formal education can increase program effectiveness and have a positive impact on students. In planning non-formal education programs, it is important to involve a variety of stakeholders, including the community, educators, and related institutions. This participatory approach allows the designed program to be more relevant and responsive to the needs of learners (Cosso et al, 2022). Programs that involve the community in planning and implementation tend to be more successful because the community feels owned and responsible for the program.

Research shows that good planning in non-formal education can increase program effectiveness and have a positive impact on learners. The involvement of various stakeholders, including communities, educators, and related institutions, in the planning of non-formal education programs is essential to ensure the relevance and responsiveness of programs to the needs of learners (Tiwari et al, 2023).

The main findings of the study suggest that stakeholder involvement in program evaluation is considered a central aspect of effective program evaluation. Studies show that evaluations involving stakeholders tend to be more credible and relevant. Additionally, involving stakeholders such as nurses, doctors, and policymakers in curriculum planning can increase the likelihood that the required education will be delivered well. This shows that stakeholder involvement in curriculum planning is critical to program success. The involvement of stakeholders such as nurses, doctors, and policymakers in health education curriculum planning is essential to ensure that the necessary education can be delivered properly. Research shows that this engagement not only improves the quality of education delivered, but also creates a sense of belonging among stakeholders, which in turn increases their satisfaction with the educational program (Ramasimu, 2023). In addition, patient involvement in professional health education has been shown to improve the quality of care, patient satisfaction, and produce positive health outcomes (Baporikar, 2020).

The collaborative process in curriculum development, while it can be challenging, requires strong leadership to create a sense of collegiality between stakeholders and teaching staff. Stakeholder involvement from the outset in curriculum planning also aids in change management and ensures the medical community's commitment to education. The benefits of this involvement are not only felt by program organizers but also by students and service users. Students benefit from the knowledge and experience brought by service users involved in curriculum development, which can improve their understanding of the emotional, psychological, social, and economic aspects of illness (Jack, 2020). A collaborative approach and careful planning, including explanations of health education language and practices, can overcome barriers to meaningful engagement and use innovative tools such as crowdsourcing to gather ideas and feedback from a wide range of stakeholders.

Furthermore, the study emphasizes the importance of parental involvement in their children's education, which is associated with positive educational outcomes. Programs that increase parental involvement show a moderate positive impact on children's performance, both academic and non-academic (Erdem and Kaya, 2020). This underscores the importance of creating educational initiatives that actively seek to involve parents in the learning process, thereby creating an environment where children can thrive with the support of their families.

In the context of higher education, this research also highlights the benefits of strategic planning in cooperative education programs. When stakeholders are involved in the strategic planning of these programs, there is a positive correlation with performance outcomes. This shows that when the goals and methods of an educational program are aligned with the needs and expectations of all stakeholders, including students, employers, and educational institutions, the program is more likely to be successful (Nozaleda and Mabborang 2023). The implications of these findings are clear takeholder engagement is not only beneficial but also essential for the success of non-formal education programs. By ensuring that the voices of all stakeholders are heard and considered in the planning, implementation, and evaluation stages, programs can be tailored to better meet the specific needs of the communities they serve. This collaborative approach can result in more sustainable and impactful educational interventions, which are more likely to receive support and active participation from the community, resulting in deeper and longer-lasting educational impacts (Clinciu, 2023).

Research has also shown that programs that increase parental involvement in their children's education are associated with positive educational outcomes. Programs that increase parental involvement show moderate positive effects on children's performance, both in academic and non-academic aspects,. In addition, involvement in strategic planning in cooperative education programs in higher education institutions was

associated with positive performance outcomes on several criteria. This shows that strategic planning involving various stakeholders can increase the effectiveness of the program.

Furthermore, evaluation is an integral part of planning non-formal education programs. Periodic evaluations allow program managers to assess the effectiveness of the program and make necessary adjustments. This is important to ensure that the program remains relevant and can meet the goals that have been set. Systematic evaluation in non-formal education programs can help in identifying the strengths and weaknesses of the program, as well as provide a basis for future improvement (Mustangin, 2020). Thus, good planning, accompanied by continuous evaluation, will increase the success of non-formal education programs.

Evaluation and Monitoring in Non-Formal Education Project Management

Evaluation and monitoring are important components in the management of non-formal education projects. Evaluation and monitoring help managers to find out if the non-formal education program has achieved the desired goals. Evaluation and monitoring are important components in the management of non-formal education projects. Evaluation and monitoring help managers to find out whether non-formal education programs have achieved the desired goals (Suherman, 2024). This process not only serves to measure results, but also to provide constructive feedback for program managers, so that they can make the necessary adjustments to improve the effectiveness of the program in the future.

The development of mature monitoring systems has received more attention in the last decade, demonstrating the importance of a good structure in the management of education. Experience from various education projects shows that effective monitoring requires collaboration between different levels of education and stakeholders. This not only ensures successful implementation but also increases the medical community's commitment to education relevant to their needs (Mahmud, 2023). In the context of methodology, monitoring and evaluation play a strategic role in education management. The monitoring function serves as a methodological basis in the educational management structure, while evaluation serves as a strategic analysis tool that informs practices and assesses the impact of applied educational or training methods. This process not only identifies successes but also areas that need improvement, allowing for continuous adaptation and improvement in the curriculum and teaching methods (Safaryan, 2020). Therefore, evaluation and monitoring in non-formal education is not just a routine activity but is an integral part of an effective education management strategy, ensuring that the education delivered is not only relevant but also of high quality, meeting the standards and needs of learners efficiently.

Monitoring that is carried out regularly allows managers to identify problems that may arise during the implementation of the program (Njiru and Thoronjo, 2023). With a good monitoring system, managers can take corrective action before the problem develops into a bigger one. In addition, systematic evaluation also plays an important role in assessing the impact of the program on students (Uzunova, 2023). Through evaluation, managers can understand the extent to which the program meets the needs of participants and whether the educational goals that have been set can be achieved (Tsipianitis and Roumelioti, 2021). This is in line with research that shows that effective evaluation can improve the quality of learning and overall educational outcomes.

The importance of evaluation in the context of non-formal education can also be seen from how evaluation can help in decision-making. The data obtained from the evaluation process can be used to formulate new policies and strategies in the development of non-formal education programs (I'zaati et al, 2023). Thus, evaluation and monitoring are not only tools to assess program success, but also an integral part of the ongoing program planning and development process. Therefore, managers of non-formal education programs need to ensure that evaluation and monitoring are carried out in a planned and systematic manner to achieve optimal results.

CONCLUSION

The findings of this study show that more flexible and adaptive project management methods, such as CCPM, are more suitable for non-formal education in Indonesia. This is supported by various references from the best journals indexed by Scopus, which show that adaptation and flexibility are the keys to success in non-formal education project management. In addition, this study also highlights the importance of evaluating the methodology used in previous studies to ensure the validity and reliability of the findings. This research has several limitations, including limitations in the quality and quantity of available sources. In addition, this study only uses the literature review method, so the results may not reflect the actual conditions in the field. This study shows that more flexible and adaptive project management methods, such as CCPM, are more suitable for non-formal education in Indonesia. This research is important because it can provide practical recommendations to improve project management in non-formal education, which can ultimately improve the quality and accessibility of non-formal education in Indonesia.

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