

# Evaluating Technical Guidance in the Functional Role of Learning Facilitators: A Multidimensional Approach to Enhancing Educational Outcomes

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*Submitted: 2023-10-25. Revised: 2023-11-15. Accepted: 2023-12-01.*

## ABSTRACT

The dynamic and multifaceted roles of educators in community education, this study emphasize the essentiality of establishing a continuous and comprehensive evaluation mechanism. This study evaluates the role of technical guidance in supporting the functional responsibilities of these positions, employing a multidimensional approach to improve educational outcomes. Through a comprehensive evaluation system incorporating continuous feedback, this research investigates the impacts of technical guidance on teaching practices and learning quality. Utilizing a descriptive quantitative methodological framework, this inquiry engaged 107 participants and 22 instructors from a technical guidance initiative, systematically analyzing the initiative's efficacy within the educational milieu. The evaluative methodology employed herein encompasses assessing the cognitive, affective, and psychomotor dimensions of learning, utilizing descriptive statistical techniques to elucidate trends, patterns, and interrelations within the dataset. This scholarly investigation reveals that the technical guidance initiative has registered notable success in several domains, particularly in enhancing competencies and updating facilitators' insights regarding regulations and educational technologies. Nonetheless, it concurrently identifies domains necessitating enhancement, such as participant engagement and evaluative methods. The implications emanating from these findings bear significant ramifications for educational policy formulation and pedagogical practice. Recommendations include enhancing material delivery clarity and engagement, diversifying implementation methodologies, refining assessment protocols, and emphasizing the educators' well-being. This research furnishes a foundation for forthcoming endeavors to optimize technical guidance strategies, augmenting overall educational outcomes.

**Keywords:** Community Learning Facilitator, Educational Outcomes, Evaluation Technical.

### *How to Cite:*

Dumasari, R., Sutisna, A., Hadiyanti, P., & Jafar, M. M. (2024). Evaluating Technical Guidance in the Functional Role of Learning Facilitators: A Multidimensional Approach to Enhancing Educational Outcomes. *Journal of Nonformal Education*, 10(1), 135–146.  
<https://doi.org/https://doi.org/10.15294/jone.v10i1.255>

## INTRODUCTION

The evaluation of technical guidance in the functional roles of Supervisors and Community Learning Facilitators plays a crucial role in developing technical guidance for these positions. Implementing a continuous and comprehensive evaluation system, which includes constructive feedback, is essential (Merchie et al., 2018; Stufflebeam, 1994). Evaluation is not a one-time event at the end of a program; it is a continuous process throughout the learning journey. (Tuytens & Devos, 2014; Youker et al., 2014). Feedback should be provided not only by instructors but also through peer review among the Supervisors and Community Learning Facilitators. (Benuto & D. Leany, 2015; Bok et al., 2016). This approach fosters a collaborative learning

environment that supports ongoing professional growth (McGrew & Byrne, 2020; Putra, 2016). This continuous evaluation should also include an assessment of the impact of learning on the educational practices of the participants, thereby ensuring that the technical guidance provided directly improves the quality of learning in the field.

In community education activities, the role of educators becomes more dynamic and versatile (Suharni, 2021). Educators are responsible for delivering material and designing learning experiences that cater to the specific needs of learners with diverse backgrounds, interests, and objectives. Therefore, "Community Learning Facilitator" is used in community education. According to Law No. 20 of 2003, Community Learning Facilitators are recognized as educators and provide unity education (Depdiknas, 2008; Kemenkes, 2021). Furthermore, community learning facilitators must professionally perform their duties and responsibilities as functional officials.

Flexible and practice-oriented learning approaches are becoming increasingly crucial in community education, allowing community educators to adapt the content and methods of instruction to be specific and relevant to learners' daily lives (Hoppers, 2006). Insufficient availability of devices, such as computers and tablets, restricts student access to technology-based activities (Bimtek) for the Pamong Belajar Functional Position, which is essential in the nonformal education system. Pamong Belajar is responsible for accompanying and mentoring educators, so developing their competencies through Bimtek is necessary.

The Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (Permenpan RB) Number 14 of 2010 explains the Functional Position of Inspectors and Their Credit Points, establishing that Inspectors have crucial tasks in the quality control and impact evaluation of early childhood education (PAUD), equivalency and literacy education, and courses in the nonformal and informal education (PNFI) pathway. Furthermore, Permenpan RB Number 15 of 2010 on the Functional Position of Community Educators and Their Credit Points emphasizes that Community Educators hold responsibility for teaching and learning activities, program review, and the development of nonformal and informal education (PNFI) models (Thabrani, 2014).

One of the main challenges can be the limited access to advanced technology or the difficulty in using it (Selvaraj et al., 2021). The lack of proper infrastructure, including unreliable internet access and insufficient devices, disproportionately impacts students in remote areas and developing countries (Ferri et al., 2020). According to Saubern et al. (2020), the need for digital skills among Inspectors and Community Educators causes a gap in the acceptance and effectiveness of technical guidance.

Lack of a comprehensive and sustainable evaluation system can lead to a lack of understanding of the program's effectiveness (Bo et al., 2020) (Bo et al., 2020). This is due to inadequate assessment, lack of constructive feedback, or lack of mechanisms to measure the long-term impact of technical guidance on educational practice (Rui, 2020) (Rui, 2020). With practical evaluation, it is easier to identify areas that need improvement and to ensure that the program positively impacts the professional development of Inspectors and Community Educators (Skivington et al., 2021).

In 2022, the Functional Guidance for Inspectors and Community Educators was conducted in a blended learning format, which combines online learning and tasks that end with a posttest. Implementing the Functional Guidance for Inspectors and Community Educators 3rd Batch XVII & XVIII aims to prepare professional Inspectors who can understand and carry out their primary tasks in quality control and impact evaluation of the PAUD program. The goal is to improve the quality of the implementation of the PAUD program to meet the needs of a dynamic society.

The evaluation of this guidance must be conducted with a multidimensional approach, which measures the effectiveness of implementing the advice itself and its impact on the quality of teaching and learning outcomes. In this way, it can be ensured that Inspectors and Community Educators not only acquire the necessary knowledge and skills but also apply them in their educational practice. This evaluation must include aspects such as participant satisfaction, application of learning in practice, and improvement of the quality of education.

To achieve the goal of quality education, the role of Inspectors and Community Educators is critical. Therefore, a comprehensive and sustainable evaluation of their guidance programs is essential to ensure that

these educators can make the maximum contribution to the Indonesian education system. The multidimensional approach in this evaluation will ensure that these programs are effective, relevant, and responsive to the ever-changing education needs.

## **METHOD**

This research constitutes an evaluative study to assess "Technical Guidance in the Functional Role of Supervisors and Learning Facilitators: A Multidimensional Approach to Enhancing Educational Outcomes." This research adopts a comprehensive descriptive quantitative methodology. The study selected a research sample of 107 training participants and 22 instructors involved in the technical guidance program. This methodology allows for systematically analyzing collected data, leading to a deeper understanding of program effectiveness in the educational context.

The implementation methodology of this program will encompass various teaching techniques, including lectures, group discussions, and hands-on practices, to ensure a comprehensive learning experience. Learning effectiveness can be measured using multiple methods; the study will involve thorough participant evaluation and continuous assessment during and after the activities. Furthermore, the program has also prepared a detailed budget plan covering all aspects, from facilitator financing to logistics, to ensure the smooth execution of activities. The clarity of participant criteria in the guidelines, acknowledged by most participants, demonstrates a high level of transparency and structure in the program.

Data is collected through structured surveys designed to gather empirical data on participants' experiences, perceptions, responses, and instructors' input. The primary focus of this research lies in critical aspects such as the quality of training materials, the effectiveness of teaching methods, the dynamics of interaction between participants and instructors, and the relevance and practical application of training materials to educational outcomes. The proposed assessment method aligns with the multidimensional framework aimed at assessing the cognitive aspects of learning and the affective and psychomotor aspects involved.

Data analysis employs descriptive statistical techniques to identify trends, patterns, and relationships within the data. This approach allows for objective and neutral interpretation, which is crucial in scientific research. Further analysis includes evaluating the program's level of success in achieving established learning objectives, as well as the effectiveness of instructors in delivering and facilitating the material. This assessment is vital to understanding the impact of technical guidance on professional competence and teaching quality in education.

Thus, this study contributes significantly to learning and professional development literature by providing valuable insights into how technical guidance programs can be optimized to enhance holistic educational outcomes. It also offers data-based recommendations for program organizers in designing and implementing more effective technical guidance strategies in the future.

## **RESULTS AND DISCUSSION**

The results of this research indicate that the evaluation of the technical guidance activities for the functional role of supervisors and learning facilitators, based on critical aspects such as the presence of activity guidelines, participant criteria, and online socialization, has portrayed the program's success. This program was designed to enhance competence, update the learning facilitators' understanding of the latest regulations, and develop specific skills ranging from current educational regulations to innovative educational technology applications.

Below is a descriptive evaluation of aspects related to teaching skills and content delivery in the context of learning, including interaction with participants, teaching methods, as well as discipline and effectiveness in content delivery:

**Table 1.** Effectiveness of Implementation and Delivery of Learning: Comprehensive Guide for Facilitators and Instructors

Aspect	Score 1	Score 2	Score 3	Score 4
Conveying Learning Objectives	0.1%	0.4%	37.9%	61.5%
Providing Motivation	0.1%	1.7%	32.9%	65.3%
Facilitating the Expression of Ideas and Experiences	0.1%	1.1%	37.8%	61.0%
Mastery of Subject Matter	-	0.1%	28.4%	71.5%
Delivering Content	-	0.6%	34.1%	65.3%
Relevance of Content to Learning	-	1.0%	36.2%	62.8%
Use of Teaching Methods and Techniques	-	1.4%	42.1%	56.5%
Providing Examples and Illustrations	-	0.8%	40.1%	59.0%
Interaction with the Audience	0.1%	0.7%	34.0%	65.2%
Use of Language	-	-	39.6%	60.4%
Answering Participant Questions and Comments	-	0.8%	36.9%	62.2%
Providing Feedback	0.1%	1.1%	40.8%	57.9%
Clear Delivery of Content	-	0.8%	35.8%	63.4%
Time Discipline in Learning	-	1.5%	42.4%	56.1%
Responsiveness in Participant Interaction	-	0.7%	40.0%	59.3%
The substance of Content in Answering Questions	-	0.1%	40.0%	59.9%
Concluding Learning in a Virtual Environment (WAG)	-	0.8%	39.9%	59.3%

This research provides fascinating insights into the success and areas that require attention in the learning process for learning facilitators during training. First, the findings reflect shallow scores (Score 1 and 2) and high scores (Score 4). The results show that facilitators and instructors received low ratings in the aspects of learning, as low as 0.1% and as high as 1.7%.

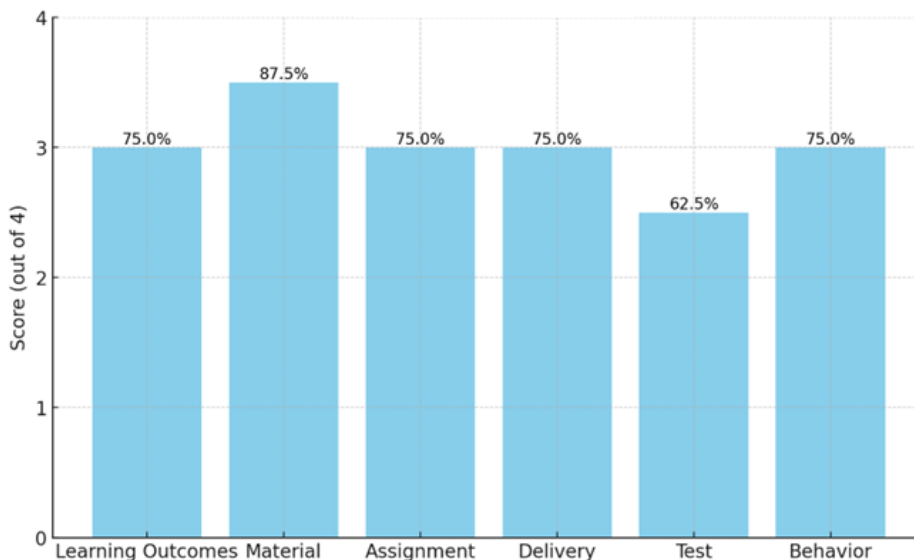
Aspects such as "Conveying Learning Objectives," "Providing Motivation," and "Facilitating the Expression of Ideas and Experiences" received scores below 2%, indicating high effectiveness among almost all facilitators and instructors in these areas. Scores below 2% in these aspects indicate overall high effectiveness, aligning with the constructivist learning theory perspective. Olusegun (2015) argued that optimal learning occurs when learners construct knowledge through meaning-making based on interaction with the environment and experiences. The aspects of education that demonstrate high effectiveness in this research (i.e., conveying objectives, motivating, and facilitating expression) closely correlate with constructivist principles (Noesgaard & Ørngreen, 2015).

Furthermore, respondents highly rated a significant number of learning aspects. Specifically, "Mastery of Subject Matter" achieved a high score of 71.5%, while aspects such as "Providing Motivation," "Delivering Content," and "Interaction with training participants" also received high ratings, over 65%. Most facilitators and instructors have excellent abilities in various key learning aspects. It is concluded from this data that facilitators and instructors demonstrate very high effectiveness in implementing and delivering learning. There are hardly any aspects that received low ratings, while most aspects received very high ratings from respondents. The data clearly emphasizes skills like subject matter mastery, motivation, interaction, and content delivery, which most respondents highly regard.

From these findings, it can be concluded that this learning program has been highly successful in terms of the effectiveness of implementation and delivery by facilitators and instructors (Bragg et al., 2021). This success is an important indicator that the learning process has been well-executed, with a focus on critical aspects that support learning success. Furthermore, these findings guide educational institutions to continue improving the quality of facilitators and instructors in their efforts to achieve optimal learning outcomes (Singh et al., 2022).

Additionally, these findings emphasize the importance of using innovative teaching methods and educational technology to meet the diverse needs of learners. By seamlessly integrating innovative technologies, we create vibrant learning environments that spark engagement and empower learners to develop essential skills for navigating the digital landscape (Carlos et al., 2023; Papaioannou et al., 2023).

Furthermore, the findings underscore the need for continuous assessment of the effectiveness of teaching methods, allowing for dynamic adjustments to ensure efficient achievement of learning objectives. This approach will provide long-term benefits in raising educational standards and preparing learners effectively for future challenges (Amka & Dalle, 2022; Reed et al., 2014).



**Figure 1.** Evaluation of the Training Process

The program evaluation process aimed at describing improvements in educational outcomes provides valuable insights into the effectiveness of program implementation. Through the conducted evaluation, we can observe how each dimension of the program contributes to the ultimate goal: improving educational outcomes.

Learning outcomes achieving a score of 3 out of 4 indicate the program's effectiveness in achieving learning objectives. Technical guidelines and the roles of learning facilitators are designed to communicate goals and content to participants effectively. However, there is an opportunity to enhance participants' understanding and engagement on a deeper level, a vital aspect of the multidimensional approach. The content, with the highest score of 3.5 out of 4, signifies high quality and relevance. The multifaceted approach champions comprehensive and up-to-date materials, ensuring vital support for effective learning outcomes.

Assignments scoring 3 out of 4 indicate that the activities and tasks provided effectively support learning. In the context of the multidimensional approach, well-designed assignments allow participants to apply and reflect on their knowledge in practical contexts, strengthening the learning process. On the other hand, Tests received a lower score of 2.5 out of 4, indicating the need for improvement in the assessment aspect. In the context of the multidimensional approach, practical assessment is crucial for understanding the extent to which learning objectives have been achieved and identifying areas that require further improvement.

Participant behavior was also assessed, and a score of 3 out of 4 indicates that the program positively influenced participant behavior. Focusing on participant behavior and attitudes is crucial in the multidimensional approach, where participant behavior and attitudes toward learning are considered important indicators of program success.

Overall, this evaluation demonstrates that the program has been successful in many aspects, especially in providing quality content and practical assignments. However, there is still room for improvement, particularly in assessing and enhancing participant engagement. The multidimensional approach adopted by this program provides a solid framework for continuous improvement and refinement of program implementation to achieve better educational outcomes (Carlo & Padilla-Walker, 2020; Stenberg et al., 2021).

**Table 2.** Evaluation of Learning Program Effectiveness

Dimension	Variables	Score
Preparation and Participant Criteria	Activity Guidelines, Participant Criteria, Role of Education Department, Role of Associations	68.1%
Socialisation and Information	Online Socialisation, Access to Virtual Media, Time of Socialization Delivery, Technical Information	68.7%
Administration and Communication	Invitation Letters, Effectiveness of Call Media, Timing of Invitation Letters	49.9%
Registration Process and Requirements	Registration Process, Fulfillment of Requirements	57.0%
Learning and Materials	Material Suitability, Number of Teaching Hours, Training Duration, Learning Method, Teaching Materials, Presentation Materials, Access to Teaching Materials	60.5%
Interaction and Learning Methods	WAG Discussion Sessions, Zoom Meeting Timing, Speaker Assignments, Speaker Explanations, Speaker Language, Speaker Teaching	62.3%
Evaluation and Tests	Relevance of Test Questions, Task Completion	51.9%
Facilitation and Support	Committee Facilitation	49.5%
Feedback and Assessment	Participant Evaluation of Activity Effectiveness, Feedback on Speakers and Materials	

Time management is critical in managing an effective and focused learning plan. The training schedule is the data in the table reveals various essential aspects that determine the success or effectiveness of the program. Through the assessment conducted using percentage scores, we can gain a clearer understanding of the strengths and weaknesses of the program.

Firstly, the "Participant Criteria" dimension, which includes activity guidelines, participant criteria, and the role of the Department of Education and Associations, achieved a relatively high score of 68.1%. The careful preparation and defined participant criteria have effectively ensured a strong foundation for the program. However, ongoing monitoring and feedback mechanisms will be crucial to continuously refine the selection process and optimize participant outcomes. However, there is room for improvement, especially in enhancing the involvement of the Department of Education and Associations. Achieving optimal results may require increased coordination and collaboration with various stakeholders.

The second dimension, "Socialisation and Information," recorded a score of 68.7%. Suggests that efforts to convey information and socialize the program, both online and through virtual media, have been successful. However, there is a need to improve the timing of socialization and facilitate access to information, ensuring that information can be effectively conveyed to participants.

The third dimension, "Administration and Communication," scored 49.9%, one of the lowest. Participants' feedback indicates areas for improvement in communication channels, with many citing a lack of clarity and timeliness in program updates, especially concerning the effectiveness of communication media and the timing of summons. It highlights the need for greater attention to managing administration and communication, which is crucial for maintaining program efficiency and smoothness. "Registration and Requirements," with a score of 57.0%, also indicates difficulties and ambiguities participants face in registering and fulfilling requirements. Observations suggest that complex registration steps and unclear requirements have discouraged potential participants. Simplifying the process and presenting requirements in multiple formats would ensure inclusivity and accessibility.

In the "Learning and Materials" aspect, the score achieved is 60.5%. While this indicates a reasonable level of effectiveness, there is room for improvement in adapting materials and teaching methods to make them more relevant and engaging for participants. "Interaction and Teaching Methods," with a score of 62.3%, suggests an adequate level of interaction in learning and diverse teaching methods. However, improvements are still needed, especially in terms of engagement and the quality of presenters. "Evaluation and Testing," with a score of 51.9%, signifies that the evaluation and testing aspect needs more attention, particularly regarding the relevance of test questions to the taught material.

"Facilitation and Support," with a low score of 49.5%, indicates significant shortcomings in the facilitation and support provided by the committee. Addressing the identified weaknesses in program administration and communication must be a priority for improvement to ensure all participants receive adequate and timely support throughout their journey. Finally, "Feedback and Assessment," with a score of 59.8%, suggests that feedback and assessment are reasonably practical, but there is still room for improvement in responsiveness and feedback implementation.

Overall, the data provides valuable insights into various aspects of educational or training programs. While there are strengths in some areas, particularly in socialization, information, and some aspects of learning, the data also highlights significant weaknesses in administration, communication, facilitation, and certain evaluation aspects. Improvements in these areas will significantly enhance the program's overall effectiveness.

Analysis of a learning program's effectiveness begins with the Constructivist and Sociocultural theories, which focus on the learner's background and community involvement in the learning process (Alkhudiry, 2022; Glăveanu, 2020). These theories emphasize the importance of a learner's preparedness and the supportive role of institutional structures, like education departments and associations, in shaping compelling learning experiences (Akour & Alenezi, 2022; Goulart et al., 2022; Wang et al., 2023). Additionally, the Theory of Bureaucracy in education provides insight into the administrative aspects of learning programs, highlighting how bureaucratic processes can impact participant engagement and the ease of navigating registration requirements.

Communication theory and Connectivism are crucial in understanding the effectiveness of socialization and information dissemination in learning programs (Shrivasta, 2018). These theories underscore the significance of effective communication channels and the use of digital networks in modern education (Mehrpouyan, 2023). In the realm of teaching and learning materials, Behaviorist and Cognitive Load theories provide a framework for evaluating the structure and presentation of learning content (Yaroshenko et al., 2022). These theories focus on the impact of content design on learning outcomes, stressing the importance of making materials accessible and cognitively manageable for learners (Bloomberg, 2023).

The Assessment theory is pivotal in analyzing learning programs' evaluation and testing aspects. It emphasizes aligning evaluation methods with educational objectives, ensuring that testing is relevant and reflects the material taught (Borrego & Cutler, 2010). The Supportive Learning Environment theory sheds light on the importance of providing practical support and resources for learners, a critical factor in the overall success of a program (Carter et al., 2013). Lastly, Feedback theory highlights the role of feedback in the learning process, pointing to the necessity of implementing responsive and constructive feedback mechanisms to enhance program effectiveness (Masvaure & Fish, 2022). These theories collectively guide the assessment of program strengths and weaknesses, offering pathways for improvement and increased effectiveness.

Furthermore, this research reveals the impressions and suggestions of training participants as well as improvement recommendations described in Table 3 as follows:

**Table 3.** Impressions and Messages in Training

Category	Impressions	Feedback	Recommendations
Delivery of Material	Very good, clear, and easy to understand.	Maintain the delivery style.	Maintain high standards of delivery.
	Relaxed yet informative.	Clarify the presentation further.	Enhance clarity in presenting materials.
	Patient and informative.	Continue with this delivery approach.	
Implementation Methods	Varied and engaging.	Introduce more variety.	Keep developing and diversifying implementation methods.
	Actively involves participants.	Better if conducted in person.	Consider inperson sessions for more effective interaction.
Timing of Sessions	Tailored to participants' needs.	Adjust the session timing.	Align session schedules with participants' needs and conditions.
	Flexible regarding prayer times.	Preferably conducted in person.	Consider inperson sessions for higher effectiveness.

Supporting Activities	Discussions and presentations enhance participation.	Enhance supporting activities.	Strengthen and expand supporting activities such as discussions and presentations.
	Materials are useful and indepth.	Provide adequate supporting facilities.	Ensure the availability of adequate supporting facilities.
Supporting Facilities	Adequate in providing participants' needs.	Provision of sufficient internet access and data.	Improve the quality and availability of supporting facilities, including internet access and data.
Health and Safety	Appreciation for patient and dedicated presenters.	Prayers and wishes for the health and safety of presenters.	Focus on the wellbeing and health of presenters as an integral part of the program.
General	The overall material is highly beneficial.	Hope for continuous training.	Commit to quality and sustainable training.
	Enhances insights and knowledge.	May the provided material be beneficial.	Continuously improve the relevance and usefulness of the presented material.

There are essential aspects that support the effectiveness of learning. According to pedagogical theory, the effectiveness of education depends not only on content but also on delivery methods, implementation methods, timing, supporting activities, facilities, and the health and safety of presenters.

Table 3 shows that material delivery is a crucial component, in line with educational communication theory emphasizing the importance of clear and easily understandable delivery. High-quality delivery, combined with the clarity of the material, plays a vital role in participants' understanding and retention of knowledge. This aligns with Mayer's coherence principle in his Cognitive Theory of Multimedia Learning, which emphasizes removing extraneous information and focusing on essential elements (Pappas et al., 2019). Simplifying the registration process and clarifying requirements would reduce cognitive load and enhance learner understanding. Implementation methods, assessed as varied and engaging, align with constructivist learning theory, where variation in learning methods is essential to meet diverse learning needs (Chen & Lertamornsak, 2023; Chuang, 2021). According to Allen et al. (2022), active participant involvement in learning is more effective in building knowledge.

Flexible timing tailored to participants' needs reflects the principles of andragogy and adult education, emphasizing respecting individual learning time and conditions (Boateng et al., 2022). Adjusting the timing of sessions based on participants' needs is critical to ensuring that learning is accessible and effective for all participants. Supporting activities such as discussions and presentations play a role in enhancing participation and understanding of the material. Social Learning Albert Bandura (2018) emphasizes the importance of social interaction in learning, where activities involving discussion and presentation reinforce learning experiences through observation and imitation.

Supporting facilities, including internet access and data, are crucial in the current era of digital education. Gr. Voskoglou (2022) said that learning occurs through social and technological networks. Adequate facilities allow participants to connect and collaborate, enriching their learning experiences. The health and safety of presenters are also essential factors, in line with psychological well-being theory that underscores the importance of physical and mental well-being in the learning process. Good presenter health enables effective material delivery and ensures the continuity of learning.

Ensuring educators' health and safety protects their well-being and guarantees the educational process's sustainability (Alcala-Orozco et al., 2021; Tuokuu et al., 2019). This aspect is crucial in prolonged educational endeavors or environments with high-stress levels (Easterbrook et al., 2021). The psychological well-being of educators directly impacts their ability to engage with students, maintain enthusiasm, and deliver content effectively (Burić & Moè, 2020). Hence, institutions must prioritize physical and mental health support systems, including regular health check-ups, counseling, and stress management workshops.

Furthermore, technology integration in education, as highlighted by Gr. Voskoglou (2022), extends beyond mere access to digital tools. It encompasses the effective use of technology to facilitate interactive learning experiences, personalized learning paths, and the incorporation of digital literacy into the curriculum.



Educational technology, such as learning management systems, interactive online platforms, and virtual reality, can significantly enhance the learning experience by providing immersive and engaging educational content.

The effectiveness of education is a multifaceted concept that requires a holistic approach, encompassing content, delivery methods, participant engagement, timing, supporting activities, facilities, and the well-being of educators. Each component is vital in creating an effective and sustainable learning environment. By focusing on these aspects, educational institutions can provide high-quality education that meets the diverse needs of learners and prepares them for the challenges of the modern world.

## CONCLUSION

Evaluating the technical guidance program for supervisors and learning facilitators has shown its success in providing quality materials and practical assignments. However, it also identified areas that require improvement, such as assessment and participant engagement. Critical findings include the importance of clear and engaging material delivery, varied and active implementation methods, flexible scheduling, practical supporting activities, and adequate supporting facilities, including internet access. Furthermore, the health and safety of presenters are emphasized as essential aspects. Recommendations for improvement include enhancing material clarity, diversifying implementation methods, considering in-person sessions, adjusting schedules, developing supporting activities, providing better supporting facilities, focusing on presenter well-being, and committing to the sustainable and quality implementation of technical guidance while improving the relevance of the materials delivered. These conclusions provide valuable guidance for strengthening the future effectiveness of similar learning programs.

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