Building the Character of Children Through Non-Formal Education in Schools

Widodo✉, Widya Nusantara

Universitas Negeri Surabaya, Indonesia

Abstract

The research objective is to determine the role of Non-formal Education (NFE) programs in schools and children's interest in Non-formal Education The study uses a quantitative analysis approach. The results show there is a holistic and synergistic relationship between Non-formal Education and schools. The interest of students who take the Non-formal Education program at school is "optional", there is no compulsion, according to students' interests, is entertaining, gives "added value" to children. NFE program analysis that strengthens the character of children includes; sports specialities strengthen the character of sportsmanship, tenacity and courage. An additional program of subject matter reinforces the character of diligent learning. The culinary training program strengthens character not to give up and the Islamic arts program strengthens creative character. Non-formal education is really needed to support the character in extracurricular in formal education NFE program in schools is very useful to provide reinforcement of positive character and even become a "must" so that students' character develops well.

✉ Correspondence Author:
E-mail: widodo@unesa.ac.id

INTRODUCTION

Formal Education can never be separated from Non-Formal Education (NFE) and In-Formal Education. Non-Formal Education functions as an adjunct and adjunct to formal education through extracurricular programs and outside school programs. This is very helpful in producing competent graduates and of character, especially schools that implement full-day schools with many PNF programs. However, school confusion cannot be separated from the role of the family environment and community environment.

Strengthening of character as stated by (Budiman & Suva, 2018) based on class, school culture and society. Strengthening character through culture in schools includes the habituation of values in the daily life of the school, school branding, teacher modelling, school ecosystems, norms, regulations, and school traditions. Schools are never separated from Non-formal Education (NFE). Non-formal Education functions like addition and supplement to formal education through extra-curricular programs and outing school programs.

This is very helpful in producing competent and characterized graduates. Especially schools that implement full-day schools, many NFE programs are in an extra-curricular form. Based on data from the Ministry of RI 1,500 schools have been selected, then this year (2016) the target is only 5,000, as a trial to do a full day school with additional activities or materials that reinforce the development of student character. "The character strengthening program, that the eight hours a teacher is related to the work of the teacher, the function of eight hours does not mean teaching, but being able to supervise students, that is his burden. Eight hours does not mean in the classroom, but also outside the school, "said Indonesian Minister of Education (Kemdikbud, 2017).

It is necessary to analyze the activities that are effectively carried out to develop the character of students through the NFE program (Darling-Hammond, 2012). Mapping of activities and the needs of the NFE program to strengthen the character for students is carried out to find out the types of activities that are appropriate to the character of the child, the ideal time, and models that are following the character education material. The urgency of the study was conducted to find the needs and types of NFE programs in schools in strengthening character education. So that it can be used as a school foundation to determine activities that are suitable and desirable for students.

The research objective is to determine the role of the NFE program in schools and children's interest in the NFE program. Formal Education (FE) and Non-formal Education (NFE) are holistic entities that influence each other. learning processes occur in both of them to create reliable human resources. on learning theory, In essence, is "individual processes" which means that it happens to humans uniquely.

Learning is an "individual process" which means that it happens in humans uniquely. Every person has differences (Knowles, et al., 2015). According Joesoef (1992) & Sudjana (2004) with the term "self-interest" which encourages humans to learn life long learning occurs in individuals who are affected by experience in human work, calls it "to learn as long to live", which is to learn for life. The reason for the continuation of life-long education because of the challenges in life which include; (a) acceleration of change, (b) demographic expansion, (c) evolution of scientific knowledge and technology, (d) the political challenge, (e) information, (f) leisure; leisure time, (g) the crisis in patterns of life and relationship, (h) the body, (i) the crisis in ideology.

Non-formal Formal (NFE) develops based on learning needs in humans. NFE with various designations as adult education, continuing education, on the job training, accelerated learning, farmer or worker training, extension learning (Suzanne, 1979), (Kamil, 2009) mass education, lifelong education, learning society, out of school education, social education. The terms Non-formal formal (NFE) and the like are used following each country.

Non-formal Education is any organized, systematic, educational activity carried out outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Widodo, 2011) defines. Non-formal Education then was defined as all education outside of the formal system (Rogers, 2005). Some understandings according to the experts are concluded that Non-formal Formal is education that is held outside the structured system of compensation as a complement, enhancer, and substitutes for formal education.

The characteristics of NFE are different from Formal Education (FE). This is based on differences in objectives, learning needs, environment, culture, level of knowledge and so on. So that Non-formal Education is more varied than Formal Education. Non-formal Education has characteristics, such as; (1) relatively short time, (2) thematic, (3) no systemic tier, (4) age varies,

(5) practical orientation, (6) material varied and practical, (7) is a fulfilment of learning needs, (8) diploma is not concerned (Joesoef, 1992; Gîmbuţă, 2011; Hoppers, 2006), types of Non-formal education include; (1) para-formal education, (2) popular education, (3) personal development, (4) professional and vocational training, (5) literacy with skills development, (6) supplementary NFE programs, (7) early childhood care and education.

The implementation of Non-formal Education (NFE) can be held in the Formal Education Unit (school), with complementary and enhancing functions. Such as tutoring additional subject matter and other extra-curricular (sports, creativity, robotics, culinary, team building, and so on). By (Malcolm, 2012) make a classification of Non-formal education which is held in conjunction with schools as follows; post-compulsory education, post-initial education, post-secondary education, post-school education.

So, it needs to be analyzed carefully the needs of Non-formal education in schools so that they can work together to educate students. So it needs to be analyzed in-depth about the mapping of non-formal educational needs which can reinforce the character of children based on school culture which includes the habituation of values in school daily life, school branding, teacher modelling, school ecosystems, norms, regulations, and school traditions.

METHODS

The research approach used is quantitative research. Quantitative research emphasizes the study of quantitative data in the form of numbers that can describe real conditions as substance and process (Maxwell, 2010) usually, and most more precise. However, others have resisted such uses, particularly when they are requested by reviewers for journals. This paper presents both the advantages of integrating quantitative information in qualitative data collection, analysis, and reporting, and the potential problems created by such uses and how these can be dealt with. It also addresses the definition of mixed methods research, arguing that the use of numbers by itself doesn't make a study mixed methods. © 2010 The Author(s. The quantitative research approach is a study that examines natural and real, contextual conditions, using various methods and various sources to explain the real nature of phenomena. The use of quantitative approaches to mapping NFE needs in this school cannot stand alone, but with quantitative data. Mapping becomes very

important to arrange educational planning in a holistic and fun way. So that the child's character can be awakened properly.

The effectiveness of managing NFE programs in Schools becomes a cause and effect law, indeed one of the advantages is that it can be used to observe effects (impacts) in real contexts, recognizing contexts that are strong determinants of both the causes and effects of Hitchock & Hughes (Baruch et al., 2005). Explanation of how/step of research in a systematic way and detailed step by step written in the section. The method does not contain any theory, but rather emphasize what has been done in research to obtain results in line with the objectives.

Quantitative research mapping the needs of PNF in this school uses survey techniques by providing instruments and analyzing them thoroughly. The study was conducted on a total of 75 students of Al-Kayyis Integrative Islamic Elementary School, Gresik. Al-Kayyis Integrative Islamic Elementary School is a developing institution with a collaborative model of learning that produces good character, with various limitations.

Data collection techniques are done by Needs Assessment Instruments (NAI). The NFE needs mapping instrument was developed based on 3 (three) factors: (1) type, (2) time and (3) implementation. Data analysis using percentages to find out the range and effectiveness of the NFE program in Schools. School program collaboration with NFE is carried out to reinforce children's character.

$$\frac{Score}{Total} \times 100 = \ldots\ldots\%.$$

Figure 1. NFE requirements analysis formula

RESULTS AND DISCUSSION

Identify the learning needs carried out for elementary school-age students with several approaches. The social needs approach and the leisure use approach are more prominent in expressing in detail the learning needs of elementary school-age children (Ungar, 2015). The identification process is carried out in several stages, namely (1) making classification of targets according to age, (2) developing data collection instruments, (3) the process of collecting data through questionnaire techniques, interviews and documentation, (4) data analysis, (5) withdrawal conclusion. Next will be described following these stages.

Elementary School students consist of grades 1 through grade 6 consisting of 76 students. Classification is done according to the age level taken from the class where the child is studying. The classification of goals is tailored to the class; Class 1 (15 students), Class 2 (13 students), Class 3 (15 students), Class 4 (14 students), Class 5 (11 students), and Class 6 (8 students). Elementary school students are classified according to their level of education (grade level) intended to find out the needs of NFE activities that support formal education, increase formal education abilities, and become an educational alternative that can bring success to students.

Compile research instruments in the form of a questionnaire that explores the needs of Non-formal education at each grade level of children. The instruments are arranged based on; grade education level, the function of education as an enhancer, complementary and alternative, hobbies, socioeconomic conditions. The instrument in the form of a questionnaire that must be filled out by students that contain questions about Non-formal learning needs. In addition to the questionnaire, an interview guide was also developed that could confirm the needs of the NFE. Equipped with documentation of activities that support the Non-formal education that is held and becomes the choice of student needs. The NFE program which includes; additional tutoring lessons, Pencak silat sports, Banjari hadrah art, culinary, al-Qur'an reading (qiro'ah wa tartil), swimming sports, entrepreneurship. The description as follows.
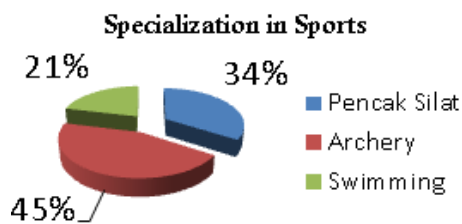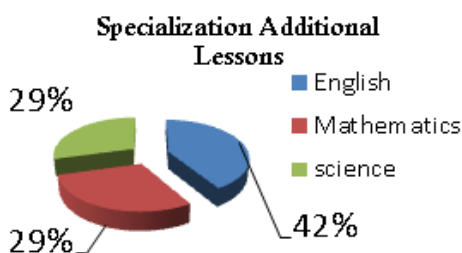

Figure 2. NFE with specialization in sports

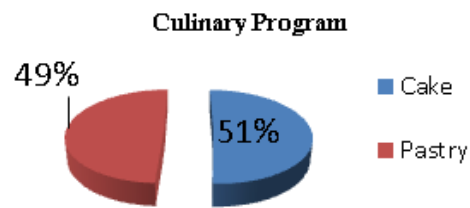**Figure 3**. NFE Specialization Additional Lessons

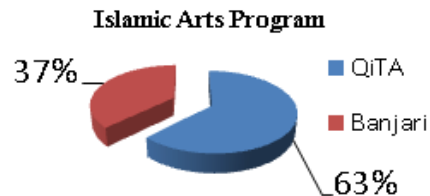**Figure 4**. NFE program specialization Culinary program

Figure 5. NFE program specialization in Islamic Arts program

Exposure of NFE program specialization data which is divided into several specializations shows the need for NFE in schools (formal). This cannot be denied, because learning is a complex activity involving the family, community and school environment. The data shows that there will be NFE needs in schools, even more variants. The NFE program has a variety of functions, as follows. (1) The NFE program functions as an enhancer in formal school competencies such as English language lessons, mathematics and science as subjects that are considered difficult. (2) NFE as an amplifier for student competence in mastering subjects. The enthusiasm of children is very high, especially in elementary school students in grades 5 and 6 subject matter in mathematics, science, and English. This is caused by the need for mastery of competencies in the face of national examinations. This need is even supported by other lessons besides those held by the school. (3) NFE functions as a recreation that is intended to prevent student tension in learning.

Recreational activities in the form of cooking training that is possible to do at school, one of which is making wet or dry cakes. This specialization becomes very enjoyable because it requires high group creativity and cohesiveness. (4) NFE program functions as a positive such as swimming and self-defence training activities (Pencak silat). The enthusiasm of children in swimming and martial arts training is very good. Even this sport can have an impact on the formation of children's character, such as; sportsmanship, brave, and team working.

Strengthen character through sports specialization. Strengthening of character through specialization in swimming, archery and Pencak silat are sportsmanlike, brave, and cooperative characters (teamwork). Sportive character means students have a positive attitude in games that respect others. An attitude of respect for others in playing and exercising by not playing cheat. This sporting character can be seen when students do schoolwork by not cheating with each other. Believe in what is done even though the results have not been satisfactory.

Sports extracurricular activities also strengthen the brave character of students, reflected in daily activities, especially presenting the results of schoolwork. When there are tasks given by the teacher to students and must be presented shows students are brave to try to appear with tasks that have been completed. Cooperative attitude means students have the character to easily get along with other fellow students. This character can be reflected in the formation of study groups to do the work of the teacher.

An additional program of subject matter reinforces the character of diligent learning. Provision of additional subject matter for students who feel they do not understand, such as mathematics, science, English. Giving individual time outside of school is intended to strengthen the lesson and add material needed by students. Diligent learning as a result of PNF activities with the addition of subject matter outside the classroom into characters that can be applied by students at home.

The culinary training program strengthens character not to give up and the Islamic arts program strengthens creative character. Culinary extracurricular activities consist of making wet and dry cakes which are carried out outside of school activities. This activity can strengthen children's creativity in learning activities.

Discussion

Identification of learning needs and problems is to group students' needs and potential. Classification can be in the form of specialization, needs, and potential of students. This needs to be done because the task of identification is to distinguish components, groups or potential from each other. While education can be part of the solution it can be also part of the problem (Datzberger, 2017). Non-formal Education (NFE) is an educational activity that is designed and organized systematically to improve the knowledge, skills, and attitudes of students and be held outside the school system (Bahar, Maemunaty, & Alvi,

2018). Non-formal education (NFE) system, because the informal learning process is more flexible, and the purpose of education is prioritizing the process rather than the learning outcomes (Shofwan et al., 2019).

Identify learning needs that are carried out for elementary school-age students with several approaches. The social needs approach and the leisure use approach are more prominent to reveal in detail the learning needs of elementary school-age children. Productive classrooms are organized not around a compliance regimen that emphasizes the recognition and punishment of misbehaviour, but on the promotion of student responsibility through the development of common norms and routines with the participation of students (Bahar et al., 2018).

Identification is the giving of signs to a group or an ingredient. This needs to be done because the task of identification is to distinguish components, groups or an ingredient from one another. Identification is the first step of a community activity process to find out the learning needs of the community and to find out the learning resources available in the community (Blackmore, 2010). Learning needs need to be identified as a basis for developing learning programs. Because learning needs that have been identified will provide direction to where the learning activities program is intended. For this reason, NFE program managers are required to be able to explore and discover the real needs of student learning.

All students can be targeted in identifying learning needs. Because the identification of community learning needs was done to obtain input that would be used as a basis for the preparation of the NFE program (Okke, 2018). The identification objectives are (2) two criteria, namely the learning needs and learning resources available or the potential of the target students of the program. Identification targets (students) can be classified, as follows: (1) student characteristics, (2) economic strata, (3) age or class level groups, (4) hobbies. Next will be an analysis of NFE needs in schools which include; (1) the type of NFE program, (2) interest in the program, (3) the function of the program for students and schools, (4) the role of the NFE program in encouraging the formation of student characteristics.

Non-formal Education (NFE) is a need that cannot be separated from humans. It is realized that for the survival of humans every individual always tries to meet their needs through learning. Learning needs come from the inherent needs of individuals since they were born. The

willingness to learn has existed in each individual with the willingness to progress and develop. This need is a driving force for individuals to live in defence of danger, the flow of technology, the times and to be sustainable.

Learning needs that are felt equally by each individual in a group are called group learning needs which generally can be met through joint learning activities or group learning activities (Sudjana, 2004). A psychologist, basic human needs extend from the lowest level to the highest level (Warren, 1999). The lowest level of basic human needs is the need for life, such as the need to eat and drink. The next need is the need to maintain a type of offspring, the need for affection and the need for friendship. The next level of need is the need to get recognition or self. This need is an incentive for individuals to compete in the pursuit of achievement. The last level of need is the level of need to find the true nature of self with self-actualization. All human needs are closely related to education. Basic needs are the driving force or source of motivation that exists in individuals, then the need for learning is an outward appearance, internalized and can be modified and can be directed.

Meanwhile, according to (Hansman & Mott, 2010) classifying types of learning needs into nine (9) as follows; (1) learning needs related to work assignments, (2) relates to hobby and recreation, (3) relates to religion, (4) relates to language acquisition and general knowledge, (5) relates to housekeeping, (6) relates to personal appearance, (7) relating to knowledge of new events, (8) relating to businesses in agriculture, (9) relating to services.

Educational needs are closely related to interests, namely as factors with an individual which attracts him to or Nepal him from various objects, people and activities with his environment (Han & Yin, 2016). Furthermore, this interest in education becomes a stimulus for students to take part in learning and learning outcomes related to lessons in school (as reinforcement), relating to lack of lessons in school (as enhancers), and related to increasing student achievement both academic and non-academic (jumping function student potential).

The need for learning urges the individual to do something whose ultimate goal is to be able to meet the basic needs that flare up in him. As long as the learning needs have not been fulfilled which also means that the basic needs that flare-up in the individual are not yet satisfied, the individual will continue to try and struggle (Hoogerdijk, et al., 2011). A learning need is said to have

been met if the individual learning has reached a certain level of ability as expected. By studying individuals want to improve the ability or skills that exist to a higher level. In other words, learning needs arise because of the gap between the level of ability that exists with the expected level of ability.

Meanwhile, according to (Widodo, W., & Soedjarwo, 2019), classifying learning needs into Nine (9) as follows; (1) learning needs related to work assignments, (2) learning needs related to hobbies and recreation, (3) learning needs related to religion, (4) learning needs related to language acquisition and general knowledge. Next to the fifth (5) learning needs related to household, (6) learning needs related to personal appearance, (7) learning needs related to knowledge about new events, (8) learning needs related to business in agriculture and (9) needs learning related to services.

As has been revealed that to find out the needs and sources of community learning, various techniques are used, such as observation, interviews, questionnaires, documentation. The results of the analysis of NFE needs in schools found a holistic relationship in developing a child's character. The NFE program at school becomes an "interest" that can attract parents to send their children to school. Attractiveness through NFE programs such as sports extracurricular, Islamic arts, culinary, and additional tutoring subjects.

Motivation is an important requirement for learning and is a key factor in learning and the achievement of learning outcomes in the context of face-to-face education (Hartnett, 2012). Students need to find the motivation to follow new educational trends and also equip themselves well to face future challenges in their education and career (Johnson, et al., 2016). Various factors have been identified as important for successful learning (Darling-Hammond, 2012).

Non-formal Education is classified as 4 (four) namely specialization in sports learning, specialization in additional tutoring lessons, specialization in culinary learning, and specialization in learning Islamic art. There are three main concentrations in learning sports that interest students, namely swimming, Pencak silat and archery (Bakhtiar, 2013). Sport is a hobby that students are interested in relating to health and recreation (Han & Yin, 2016). The most enjoyable element of recreation for students is swimming. The swimming sports program is very interesting for students and they are very happy. Strengthening student character with the PNF program held at

school includes; sportive, tenacious, brave, diligent, tough, creative.

Educators as models must be able to demonstrate; teachers as experts in their fields, teachers as examples of moral formation, teachers as people who have a concern and take action, teachers as leaders who have authority, teachers as facilitators who are always ready to help their students, teachers as delegates. In the school environment, the teacher has an important role in strengthening the character of students (Ríos, et al., 2010). The concept of character proposed by Ki Hajar Dewantara (Sudiapermana, 2012) includes; if the heart (which underlies the emergence of ethics), sports (basic kinesthetic), though thought (basic literacy) if karsa (basic aesthetic). The development of student character as a provision for subsequent developments must be carried out with a variety of both by the school, family or community.

As said by Jeffs & Smith (2005) that good manners are taught not only when talking to older people, moreover, children must be able to place themselves in the community and know how to respect others. Character is a process of internalizing good character in human beings based on their understanding (Çubukçu, 2012). The polite manners that appear in children by bowing when crossing in front of an older person, talking well to others, and respecting others. Hobby (Umiarso & Makmur, 2010) that morals are a set of principles that respect right and wrong, good and bad, the ability to understand the difference between right and wrong, teach. or a description of good behaviour.

Strengthening the character must also be done by the family environment as the smallest social unit of the child. Ki Hajar Dewantara (Sudiapermana, 2012) said that family education places traits and manifestations that are more perfect than other centres, to advance towards character education of intelligence (formation of individual characters) and make provisions for social life. The intelligence attitude here is one of the basic forms of religious cultivation in children given by parents. Families with grandparents, grandmothers, fathers and mothers have a great influence on the growth of the child's character. Family conditions with various activities must pay attention to the character of the child. Family function as stated by Kesuma (2011) that in addition to ensuring the emotional life of children is also seen from the way people control when their children watch television because watching television now no longer educates. More explicitly, George William Collage (2010) said the atmosphere of family life is the best place to carry out one's education (individual education) and social education. The family is the perfect place to bring education to the full personal formation, not only for children but also for adolescents.

CONCLUSION

Non-formal Educational Needs in schools is a necessity for reasons; the need for recreation, the need for competence, the need for life skills. Thus, there is a holistic and synergistic relationship between Non-formal Education and schools. The interest of students who take Non-formal education activities is enthusiasm when proofing schooling, because it is optional, there is no compulsion, according to students interests, is entertaining, gives' added value in education. NFE program analysis that strengthens the character of children includes; sports specialities strengthen the character of sportsmanship, tenacity and courage. An additional program of subject matter reinforces the character of diligent learning. The culinary training program strengthens character not to give up and the Islamic arts program strengthens creative character. The conclusion is that the NFE program in schools is very useful to provide reinforcement of positive character and even become a "must" so that students' character develops well.

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