Analysis of Non Formal Education Human Resources in Support of Service and Quality Equality Education Programs in Sumedang Regency

Asep Saepudin[*], Cucu Sukmana, Jajat Sudrajat Ardiwinata, Nike Kamarubiani

Universitas Pendidikan Indonesia, Indonesia
*Email: aspudin@upi.edu

Abstract. This study is intended to provide an overview of the efforts to analyze the human resources of Non-Formal Education in supporting the service and quality of equality education programs. This research uses quantitative research methods with descriptive analysis methods and documentation study techniques. Data collection techniques used are interviews, observation and documentation. The results of this study indicate that the condition of the equality education program data in Sumedang Regency is quite good for equitable education services and there is a need for improvement and refinement to be able to improve the quality of equality education services in Sumedang Regency, then to describe the availability of human resources for equality education programs..Based on the existence of educators from the supply side, it shows that the availability of human resources is currently quite good and there needs to be improvements in efforts to improve the quality of education services, then to describe the quality of these human resources. resources for equivalence education programs based on academic qualifications and educator competencies. Currently, there is a shortage of education personnel which is a problem in educational services in equal distribution institutions.

Key words: human resources, education quality services, equality education

INTRODUCTION

Globalization and free markets have made all areas of human life an arena of competition for all nations in the world. Every nation has the opportunity to compete positively to offer solutions to every problem faced by mankind, whether related to the economy, social, culture, or other aspects of life. Of course, a highly competitive nation, both individually and communally, will be the winner and be able to answer global challenges.

Responding to this phenomenon, today the nations of the world are developing an education system in such a way as to make their citizens a competitive society. One of the things that drives this is the growing belief in education as one of the main assets in development in various sectors and a competitive society that will get opportunities in various fields (Pienimäki et al., 2021).

Even though the facts show that there are still many citizens who already have high academic qualifications to reach the level of higher education at the diploma, undergraduate, and even postgraduate level but in fact do not have the practical skills that are more needed by the business world and the industrial world (DUDI). If the Indonesian people do not immediately improve their

competitiveness and capabilities, surely in the future the unemployment and poverty rates will increase, because the available job opportunities will be taken over by other nations (Wahyoedi et al., 2021).

The dependency ratio has decreased from 50.5 percent in 2010 to 48.6 percent in 2010, according to data provided by the Central Statistics Agency (BPS) and the findings of a study by the National Development Planning Agency (BAPPENAS) on population forecasts from the 2010 census (Elihami, 2020).

This shows that out of one hundred people, 48 people (rounded down) depend on 52 productive age workers who run the Indonesian economy. The decrease in the dependency ratio shows that the productive age population (working age) has a smaller economic burden than the unproductive age population (Stanistreet, 2019).

Based on Sakernas BPS data accessed from the website, the number of the workforce in August 2018 was 118.05 million people, while those who worked reached 110.81 million. Thus the unemployed population is 7.24 million people and the open unemployment rate is 6.14%. Meanwhile, according to sources from the Ministry of Manpower and Transmigration, the number of job seekers in 2018 was 1.29 million, registered job vacancies were

628 thousand and the number of job vacancies was 365 thousand people and it can be seen that from around 628.6 thousand job vacancies registered, only 365.9 thousand were fulfilled. The equality education program is one of the basic education programs on the non-formal education pathway that can be followed by students who want to complete education equivalent to SD/MI, SMP/MTs and SMA/MA(Statistics, 2013).

Students of learning age and adults with a history such as dropouts, economic circumstances, and lack of access to educational resources are the goals of equality education programs. The presence of tutors who meet the standards of academic credentials and educator competencies as evidenced by certification is an important component in the implementation of the equivalency education program (Widodo & Nusantara, 2020).

This is important because tutors as educators of equality education programs have a strategic function, role and position in achieving quality education for all Indonesian citizens through non-formal education (Thoif et al., 2020). The reality in Sumedang Regency shows that the qualifications and competencies of equivalency education tutors vary widely, some of them have non-teaching educational backgrounds and teach subjects that are not in accordance with their academic qualifications. In addition, equivalence education tutors have not received legal respect and protection in carrying out their professional duties. This phenomenon causes variations in the performance of tutors in carrying out their professional duties. This has a negative effect on the quality of education for equality education programs (Oyigbo et al., 2021).

For this reason, equality education as a form of continuing education is expected to be able to develop the abilities of students with an emphasis on mastery of skills, competency standards, development of entrepreneurial attitudes, and professional personality development. This is ultimately expected to be able to equip students (community) to develop a business or get a job.In the strategic plan of the Ministry of Education and Culture, the general strategy related to human resources is formulated in two ways, namely 1) Provision of competent educators that is evenly distributed in all provinces, districts and cities and 2) Provision of competent education unit management that is evenly distributed in all provinces, districts and cities. . In this formulation, the main key that needs to be underlined is the provision of competent educators and education personnel, in this context are educators and education staff for equality education programs (Saepudin et al., 2019).

According to Government Regulation No. 19, 2005 concerning National Education Standards (PP 19/2005) article 28 paragraph (1) Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the quality and competence of educators and educational staff equality, among others, there are still many who do not meet the requirements (Zikargae et al., 2022). In an effort to improve the qualifications and competencies of educators and education staff for equality education, the Government needs to analyze the actual data so that the right information is obtained to be taken into consideration in determining the qualification and competency improvement program to be held.(Productive & Pkbm, 2008).

With the various targets of equality education programs, it is necessary to carefully know the readiness of human resources for equality education managers. The existence, role and function of PLS institutions/units in the field will determine the success of equality education program services. For this reason, it is necessary to study quantitative and qualitative data regarding the actual qualifications, competencies, existence, status, roles, and functions in implementing educational standards as a reference for program management and implementation. Through research on the analysis of PNF human resources in supporting the service and quality of equivalence education programs, it is hoped that the description of the quantity and quality of PNF human resources and provide recommendations for the improvement and development of equivalence education human resources appropriately (Tandi & E-mail, 2021).

METHOD

This study applies quantitative research methods using descriptive analysis methodologies and documentation studies(Borg and Gall, 1989). Descriptive analysis method is carried out by describing, with the aim of identifying the elements, then analyzing (Sugiyono, 2009), even compare the results so that it can be concluded that the descriptive method is a method or technique used to describe a problem so that it can be analyzed clearly and concluded (Abadi & Asmiati, 2020). Documentation research is a way of collecting quantitative data by reading or evaluating documents created by or about a problem by the subject or other person(farihatun qurrota aini, 2016).

RESULTS AND DISCUSSION

Overview of program data conditions

Table 1. Teacher HR Questionnaire Data Class Interval

Class Interval	Lots	Criteria	Percentage
30-32	20	Well	`18%
28-29	40	Currently	35%
25-27	20	Enough	32%
23-24	15	Not enough	14%
21-22	10	Less once	1%

Based on the data above, the researcher can describe that as many as 18% of respondents relate to the condition of the program data in equivalence education is good, then as many as 35% of respondents get moderate scores and as many as 32% of respondents get sufficient scores and as much as 14%, then 1% of respondents belonging to the category of obtaining sufficient value. Thus, the results from the category of program data conditions related to the dominant human resources of educators are sufficient in supporting service and quality (Greaves et al., 2019).

Table 2. Participant HR Questionnaire Data Class Interval

Class Interval	Lots	Criteria	Percentage
24-26	15	Well	`17%
22-23	26	Currently	31%
20-21	45	Enough	33%
18-19	10	Not enough	15%
15-17	4	Less once	5%

Based on the data above, the researcher can describe that as many as 17% of respondents relate to the condition of the program data in equivalence education is good, then as many as 31% of respondents get moderate scores and as many as 33% of respondents get sufficient scores and as much as 15% less and 5% less. of the respondents belonging to the category of obtaining sufficient scores. Thus, the results from the category of program data conditions relating to the dominant participant's HR are sufficient to support service and quality(Santoso, 1973).

Table 3. HR Questionnaire Data Class Interva Manager

Class Interval	Lots	Criteria	Percentage
21-23	10	Well	`6%
19-20	15	Currently	17%
17-18	50	Enough	42%
15-16	20	Not enough	29%
13-14	5	Less once	6%

Based on the data above, the researcher can describe that as many as 6% of respondents relate to the condition of the program data in equivalence education is good, then as many as 17% of respondents get moderate scores and as many as 42% of respondents get sufficient scores and as many as 29% rate less and 6% categorized very few of the respondents belonged to the category of getting sufficient scores. Thus, the results from the category of program data conditions related to the dominant management HR are sufficient to support service and quality(Kinsey, 1977).

Table 4. Class Interva Student Ratio Questionnaire Data

Class Interval	Lots	Criteria	Percentage
20-22	10	Well	11%
17-19	26	Currently	22%
15-16	45	Enough	38%
13-14	15	Not enough	22%
11-12	4	Less once	7%

Based on the data above, the researcher can describe that as many as 11% of respondents relate to the condition of the program data in equivalence education is good, then as many as 22% of respondents get moderate scores and as many as 38% of respondents get sufficient scores and as many as 22% and 1% are categorized as very poor. of the respondents belonging to the category of getting sufficient scores and from the data more dominant in the sufficient answer for the availability of equality related to the ratio of students in educational institutions equality in supporting service and quality (Rao et al., 2021).

Table 5. Class Interva Questionnaire Data Ratio of Participants Per Educator

Class Interval	Lots	Criteria	Percentage
23-24	10	Well	15%
21-22	15	Currently	20%
19-20	45	Enough	40%
17-18	25	Not enough	22%
15-16	5	Less once	3%

Based on the data above, the researcher can describe that as many as 15% of the respondents relate to the condition of the program data in good equality education, then as many as 20% of respondents get moderate scores and as many as 40% of respondents get sufficient scores and as many as 22% and 3% are categorized as very poor. of the respondents belonging to the category of getting a score that is less and from the data more dominant in the sufficient answer for the availability of equality related to students per educator in educational institutions equality in supporting services and quality (Varanda Marques & de Freitas, 2016).

Table 6. Class Interva Questionnaire Data Ratio Per Institution

Class Interval	Lots	Criteria	Percentage
21-23	5	Well	13%
19-20	15	Currently	25%
17-18	30	Enough	30%
15-16	50	Not enough	32%
14	0	Less once	0%

Based on the data above, the researcher can describe that as many as 13% of respondents relate to the condition of the program data in good equality education, then 25% of respondents get moderate scores and 30% of respondents get sufficient scores and as many as 32% of respondents belong to the category of getting grades. which is sufficient and from the data, it is more dominant in the lack of answers to the availability of equality with regard to students per institution in equality education institutions in supporting service and quality (Gee, 2015).

Table 7. Class Interva Data Academic Qualification Questionnaire Participants

Class Interval	Lots	Criteria	Percentage
14-15	15	Well	12%
12-13	35	Currently	39%
10-11	40	Enough	40%
8-9	5	Not enough	3%
7	5	Less once	3%

Based on the data above, the researcher can describe that as many as 12% of respondents relate to the condition of the program data in equivalence education is good, then as many as 39% of respondents get moderate scores and as many as 40% of respondents get sufficient scores and as many as 9% and 3% are categorized as very poor. of the respondents belonging to the category of getting a score that is less and from these results it is stated that the answer is more dominant than the class interval answers on the sufficient criteria for the quality of the qualifications of participants in equivalence educational institutions in supporting service and quality.

Table 8. Teacher Competency Questionnaire Data Class Interval

Class Interval	Lots	Criteria	Percentage
14-15	14	Well	9%
12-13	40	Currently	45%
10-11	35	Enough	40%
8-9	8	Not enough	3%
7	3	Less once	2%

Based on the data above, the researcher can describe that as many as 9% of respondents relate to the condition of the program data in good equality education, then as many as 45% of respondents get moderate scores and as many as 40% of respondents get sufficient scores and as many as 5% and 2% are categorized as less once, of the respondents belonging to the category of getting a score that is less and from these results it is stated that the answer is more dominant than the class interval answers on the sufficient criteria for the quality of the competence of educators in educational institutions of equality in supporting service and quality.

Table 9. Class Interva Questionnaire Data Percentage of Graduates

Class Interval	Lots	Criteria	Percentage
14-15	12	Well	5%
12-13	30	Currently	20%
10-11	40	Enough	60%
8-9	10	Not enough	11%
7	8	Less once	4%

Based on the data above, the researcher can describe that as much as 5% of the respondents relate to the condition of the program data in equivalence education is good, then 20% of the respondents get a moderate score and 60% of the respondents get a sufficient score and as many as 11% and 4% are categorized as very poor. of the respondents belonging to the category of getting a score that is less and from these results it is stated that it is more dominant than the class interval answers on the criteria.

Table 10. Class Interval Questionnaire Data Percentage of Graduates by Level

Class Interval	Lots	Criteria	Percentage
10	8	Well	6%
9	30	Currently	20%
8	42	Enough	60%
7	12	Not enough	8%
6	8	Less once	6%

Based on the data above, the researcher can describe that as many as 6% of respondents relate to the condition of program data in equivalence education is good, then 20% of respondents get moderate scores and as many as 60% of respondents get sufficient scores and as many as 8% and 6% are categorized as very poor. of the respondents belonging to the category of getting a score that is less and from these results it is stated that the answers to class intervals are more dominant in the sufficient criteria for the quality of the percentage of graduates based on the level found in equality education institutions in supporting service and quality (Van der Linden, 2015).

Discussion

The government's efforts to provide equal distribution of educational opportunities are not limited to formal education but also through non-formal education (Alexandro, 2020). Non-formal education is for those who have economic, social, time, place, or other limitations that prevent them from getting the opportunity to attend formal education, especially secondary education (Manurung et al., 2021). Equitable education is a type of non-formal education service whose main purpose is to provide a second chance service, with the aim of providing lifelong education to citizens, for whatever reason (Adams et al., 2020). For whatever reason, their educational needs cannot be met through formal education (lifelong education) (Basri et al., 2018).(Course Development, Open University Cooperation with the Directorate General of Out-of-school Education, 1988). The performance of non-formal education services is of quality according to the National Education Standards (SNP), in this case the quality of implementation (Purwanto et al., 2018). The education equity program includes the provision of adequate infrastructure, training of competent human resources in their fields and the development of appropriate skills (Djudju Sudjana, 2007).

In addition, the form of service is a student scholarship program for students with the aim of improving the quality of services in the implementation of equivalent educational programs carried out in non-formal educational institutions, in schools. This case is educational equity (Saepudin et al., 2022). The implementation of this service is the implementation of No. 6 of 2012 Ministry of Education and Culture of the Republic of Indonesia concerning Educational Supporting Institutions and Institutions of the Republic of Indonesia. Indonesia and informality in early childhood education. education, non-formal education and non-formal education(Cucu Sukmana, 2013).

According to Istianto (2009, p. 146) in relation to public services, "public service" or "service in general" is "essentially an effort made by a person, organization, or bureaucracy to provide support and convenience to the community in achieving goals. certain. purpose." Furthermore, in Abdussamad (2014:22), SK MENPAN No. 63 of 2004 divides services into three categories: 1) Administrative service groups, which include services that produce various forms of official documents needed by the community, such as citizenship status, certificates of competence, control or ownership of an object, etc. 2) Commodity service group, which includes services that create various forms/types of goods for the general public, such as telephone networks, electricity, clean water, and so on (Sista et al., 2018).

Likewise, there is great interest in its progress. According to Bhatia and Syafaya (1983: 383), "1) Gender; 2) Physical development; 3) Intelligence; 4) Environment; 5) Interest inventory will affect the development of interest. In addition, M. Surya and Syafaya stated that the interests of men and women were different. Men are more interested in science and math, while women are more interested in the linguistic component." Likewise from a body point of view (Ololube, 2015). This interest is influenced by various factors, including health, maturity, and fatigue. Physically healthy men are attracted to activities that require energy, but women who are physically weak will have fewer choices.In addition, a person's living environment has a significant influence on him (Fakhruddin & Shofwan, 2019).

Efforts to improve the quality of institutional equity cannot be separated from the strategic role of educators. In other words, educators are an essential component of non-formal educational institutions (Nugroho et al., 2018). Not only the quality of educators must be balanced with the number of students in an equitable environment, but the number of educators in an equitable environment must also be balanced (Falch et al., 2022). Due to the limited number of educators in equal distribution institutions, the number of students who can be accepted into these institutions is also limited, thereby limiting future students' access to education, especially for reasons of equity.(Direktorat Pembinaan Pendidikan Masyarakat, 2014).

According to the Strategic Plan of the Ministry of Education and Culture, one of the major challenges for the development of education and culture for the 2010-201 period is the allocation of qualified and professional educators (Konantambigi et al., 2008). This shows that educators play an important and strategic role. role. play a role in improving the quality of institutional equity, although educators are not the only determinant of the success of equity (Werakul et al., 2014). However, because teaching is at the core of training and qualification, teachers make a significant contribution to the quality of teaching, especially in equivalent institutions for which they are responsible.(Gunartin et al., 2018).

Graduates of the Education Equality course refer to the learning outcomes of students during the learning process over a certain period of time. Graduates of this course are also classified according to their capacity to learn from a cognitive, emotional, and psychomotor perspective (Gadotti, 2011). Learning outcomes are a forming aspect that shows the extent to which students progress during the learning process, as well as the results of course graduates (Soetomo et al, 1988: 3.37). Learners, who come from a variety of personal and social backgrounds, are objects in the course's teaching.

Equitable Education, as an educational unit that pays attention to the quality of National Education, has the meaning of lifelong education(Zaenudin M, 2013).

Consistent with this view, according to (Hasibuan, 2004)competence can be understood as a basic ability that can be obtained by students at the stage of knowledge, skills, and attitudes. According to the Decree of the Minister of National Education No. SK.0/U/2002 (Munthe, 2009, p. 27), competence is a set of intelligent and responsible actions of a person as a condition. to be considered competent. by the community in carrying out tasks in certain fields (Joko Raharjo et al., 2017).

CONCLUSIONS

Based on the Preamble, that the education distribution data program in Sumedang Regency is the teaching staff and the most important cost compared to other non-formal education programs. Based on the ideal standard, the income distribution program reaches 36.78%, so there is still 63.22% of income to be completed. However, if using national standards, this program is increasing by only 87.6%, so 12.5% improvement is needed. researchers can describe the ratio of students up to 38%, then the ratio of students per institution reaches 0%, while the ratio of educators per institution reaches 32% and the ratio of educators per facility has a lower category.

REFERENCE

Abadi, R. F., & Asmiati, N. (2020). *Pengembangan Bahan Ajar Berbasis Blended Learning Pada Program Studi Pendidikan Khusus Di Universitas Sultan*. 3(2), 344–354.

Adams, S., Farrelly, T., & Holland, J. (2020). Non-formal Education for Sustainable Development: A Case Study of the 'Children in the Wilderness' Eco-Club Programme in the Zambezi Region. *Journal of Education for Sustainable Development*, 14(2), 117–139.

Alexandro, R. (2020). Application of Total Quality Services to Increase Non-Formal Education Institution Capacity in Kampung Inggris Kediri. *Cendekia: Jurnal Pendidikan Dan Pembelajaran*, 14(1), 57–70.

Basri, M., Dirawan, G., & Sinring, A. (2018). *Improving Quality of Program on Non-Formal Education Center for Learning Achievement Activities in Majene District*. 23(4), 1–8.

Borg & Gall. (1989). *Educational Research*. Longman. New York, 782-804.

Cucu Sukmana, D. (2013). *Analisis Mutu Kursus. PDSP*. Kemdikbud.

Direktorat Pembinaan Pendidikan Masyarakat. (2014). *Peningkatan Mutu PKBM*. Kementerian Pendidikan dan Kebudayaan.

Djudju Sudjana. (2007). *"Andragogi Praktis," dalam R. Ibrahim, Ilmu dan Aplikasi Pendidikan*. Imperial Bhakti Utama.

Elihami. (2020). Elihami, E. (2020). Developing The Nonformal Education Of Learning In Muhammadiyah University Of Enrekang. *Jurnal Edukasi Nonformal*, 1(1), 32-40.

Fakhruddin, & Shofwan, I. (2019). The impact of non-formal education in community development: A case study in Pati, Indonesia. *International Journal of Innovation, Creativity and Change*, 5(5), 339–352.

Falch, T., Iversen, J. M. V., Nyhus, O. H., & Strøm, B. (2022). Quality measures in higher education: Norwegian evidence. *Economics of Education Review*, 87, 102235.

Aini, F. Q., & Mahmudah, S. (2016). Pengaruh senam fantasi terhadap kemampuan motorik kasar anak kelompok A. *Jurnal Paud Teratai*, 5(2), 2.

Gadotti, M. (2011). Adult education as a human right: The Latin American context and the ecopedagogic perspective. *International Review of Education*, 57(1), 9–25.

Gee, K. A. (2015). Achieving gender equality in learning outcomes: Evidence from a non-formal education program in Bangladesh. *International Journal of Educational Development*, 40, 207–216.

Greaves, M., Nabhani, M., & Bahous, R. (2019). Shelter in a storm: A case study exploring the use of psycho-social protection Strategies in non-formal refugee education in Lebanon. *International Journal of Educational Development*, 66(August 2018), 70–77.

Gunartin, G., Soffiatun, S., & Hayati, H. F. A. (2018). Pusat Kegiatan Belajar Masyarakat Sebagai Tempat Alternatif Menumbuhkan Kemandirian Wirausaha Warga Belajar" (Studi Pada Pkbm Insan Karya Pamulang Tangerang Selatan). *Pekobis : Jurnal Pendidikan, Ekonomi, Dan Bisnis*, 3(2), 30.

Hasibuan, S. (2004). *Manajemen*. PT. Bumi Aksara.

Joko Raharjo, T., Fakhruddin, F., & Sutarto, J. (2017). *Effectiveness Analysis of Non-formal Education Learning in Central Java*. 66(Yicemap), 108–114.

Kinsey. (1977). *Evaluation Of Nonformal Education*. CIE-Umass.

Konantambigi, R. M., Meghani, S., & Modi, A. (2008). Non-formal education in a tribal setting: Strategies for qualitative changes in children. *Psychology and Developing Societies*, 20(1), 65–98.

Manurung, P., Karimaliana, K., Ansi, R. Y., Harahap, D. A., Ginting, D., & Subagiharti, H. (2021). The involvement of non-formal education in students' learning needs during the covid-19 epidemic. *International Journal for Educational and Vocational Studies*, *3*(4), 287.

Marques, J. B. V., & de Freitas, D. (2016). Mapping the future of non-formal education and the scientific dissemination of astronomy in Brazil: A Delphi study. *Policy Futures in Education*, *14*(8), 1153-1181.

Mayombe, C., & Lombard, A. (2016). The importance of material resources and qualified trainers in adult non-formal education and training centres in South Africa. *International Review of Education*, *62*(2), 187–204.

Murthy, C. S. H. N. (2006). Designing Media and ICT Strategies for Non-Formal Education in Eritrea. *Journal of Adult and Continuing Education*, *12*(1), 45–75.

Nugroho, R., Arina Rahma, R., & Yulianingsih, W. (2018). Contributing Factors toward the Participation of Education Equality Program Learners. *Journal of Nonformal Education*, *4*(1), 79–88.

Nurasiah, I., Lyesmaya, D., Ananta, A., Sumiarsa, D., & Ashlan, D. (2018). Development Of Non-Formal Primary School Education Tutor In Facing The Era Of Industrial Revolution 4.0 In Sukabumi City. *International Journal of Community Service Learning*, *2*(4), 274.

Ololube, N. P. (2015). *A critical assessment of the role / importance of non-formal education to human and national development in Nigeria : future trends . A Critical Assessment of the Role / Importance of Non-Formal Education to Human and National Development in Nigeria : Fut. June 2012*.

Oyigbo, D. N., Ngwu, P. N. C., & Nwachukwu, R. U. (2021). Non-formal education and economic growth in Nigeria: The need for a system-wide programme development framework. *International Review of Education*, *67*(5), 687–709.

Pienimäki, M., Kinnula, M., & Iivari, N. (2021). Finding fun in non-formal technology education. *International Journal of Child-Computer Interaction*, *29*, 100283.

Produktif, K., & Pkbm, D. I. (2008). *Strategi Pemberdayaan Masyarakat Melalui Program Puji Hadiyanti*. *17*(April).

Purwanto, E., Aunnurahman, A., & Wahyudi, W. (2018). Management of Equality Program Development in Non-Formal Education Unit (SPNF) SKB of Kubu Raya District. *JETL (Journal Of Education, Teaching and Learning)*, *3*(2), 260.

Putri, S. N. (2018). Implementation of Non Formal Education Programs For Village Communities in Batu City. *Journal of Local Government Issues*, *1*(2), 178.

Rao, N., Umayahara, M., Yang, Y., & Ranganathan, N. (2021). Ensuring access, equity and quality in early childhood education in Bangladesh, China, India and Myanmar: Challenges for nations in a populous economic corridor. *International Journal of Educational Development*, *82*, 102380.

Saepudin, A., Akhyadi, A. S., & Saripah, I. (2019). Conceptual Models Development of Non-Formal Education Unit Management for Education Services Quality. *MIMBAR : Jurnal Sosial Dan Pembangunan*, *35*(2), 419–429.

Saepudin, A., Sadikin, A., & Saripah, I. (2022). The Development of Community Learning Center (CLC) Management Model to Improve Non-Formal Education Service Quality. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, *8*(2), 196–202.

Santoso. (1973). *Pengertian, Falsafat dan Azas Pendidikan Nonformal*. Departemen P dan K.

Shohel, M. M. C., & Howes, A. J. (2018). The relevance of formal and nonformal primary education in relation to health, well-being and environmental awareness: Bangladeshi pupils' perspectives in the rural contexts. *International Journal of Qualitative Studies on Health and Well-Being*, *13*(1).

Sista, T. R., Saifullah, F., & Aryahiyyah, F. (2018). The Implementation of Lifelong Education in Non-formal Education. *Educan : Jurnal Pendidikan Islam*, *2*(1), 17.

Pengembangan Kursus, Kerjasama Universitas terbuka dengan Direktorat Jenderal Pendidika Luar Sekolah, (1988).

Stanistreet, P. (2019). Putting the learner at the centre: Quality in adult learning and education. *International Review of Education*, *65*(6), 853–857.

Statistik, B. P. (2013). *Proyeksi Penduduk Indonesia 2010-2035*.

Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatof dan R&D*. Rosda.

Tandi, A., & E-mail, I. (2021). *Strategy Analysis of Non-Formal Education Service Quality At the Department of Education and Culture , Mamasa District*. *3*(2), 141–148.

Thoif, M., Sadjijono, S., & Suhartono, S. (2020). The Nature and Legal Position of Non-Formal Educators According to Indonesian Positive Law. *International Journal of Multicultural and Multireligious Understanding*, *7*(11), 218.

Van der Linden, J. (2015). Non-formal education and new partnerships in a (post-)conflict situation. "Three cooking stones supporting one saucepan". *International Journal of Educational Development*, *42*, 54–62.

Wahyoedi, S., Saparso, S., Tecoalu, M., & Winoto Tj, H. (2021). The Effect of Service Quality, Learning Quality, and Promotion Strategy on Parents' Decisions in Choosing ABC Primary Schools. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *4*(1), 999–1005.

Werakul, N., Pathumcharoenwattana, W., & Amatayakul, K. (2014). The Main Components of a Non-formal Education Program Using Neohumanist Moral Principles to Enhance Ethics in Caring the Elderly for the Foreseen Aging Society. *Procedia - Social and Behavioral Sciences*, *152*, 903–910.

Widodo, W., & Nusantara, W. (2020). Analysis of Non-formal Education (NFE) Needs in Schools. *Journal of Nonformal Education*, *6*(1), 69–76.

Zaenudin M, A. (2013). Journal of Non Formal Education and Community Empowerment sasaran program Desa Vokasi adalah Desa Wonosari , karena dianggap memiliki potensi. *Journal of Non Formal Education and Community Empowerment*, *2*(2), 1–9.

Zikargae, M. H., Woldearegay, A. G., & Skjerdal, T. (2022). Empowering rural society through non-formal environmental education: An empirical study of environment and forest development community projects in Ethiopia. *Heliyon*, *8*(3), e09127.