

Marketing Strategy for Tutoring Institutions for Increasing the Number of Learners

Endah Budiarti, Froilan Delute Mobo

Fakultas Ekonomi dan Bisnis, Universitas 17 Agustus 1945 Surabaya, Indonesia
*Email: endahbudiarti@untag-sby.ac.id

Submitted: 2023-04-23. Revised: 2023-06-16. Accepted: 2023-07-15

Abstract. Tutoring institutions have a crucial role to play in increasing access and participation in education outside the formal school environment. However, many tutoring agencies face challenges in increasing the number of learners. This study aims to identify effective marketing strategies to increase the number of learners in tutoring institutions. This study aims to explore and analyze marketing strategies that can be used by tutoring agencies to increase the number of learners. Thus, this research is expected to provide practical guidance for these institutions in developing effective marketing strategies. This study used a qualitative approach with in-depth interviews with management and staff of tutoring institutions that succeeded in increasing the number of learners. Data is analyzed using content analysis techniques to identify effective marketing strategies. The results revealed a number of marketing strategies that succeeded in increasing the number of students in tutoring institutions. These strategies include the use of social media, cooperation with formal schools, discount programs, and creative promotional campaigns. Marketing strategies that focus on the unique advantages and benefits of tutoring agencies have also proven effective. An effective marketing strategy can be an important tool in increasing the number of learners in tutoring institutions. By understanding the success of the marketing strategies used by successful agencies, other tutoring agencies can adopt a similar approach to achieve their goals. This research has important implications for tutoring agencies and relevant stakeholders. They can leverage the findings of this research in developing more effective marketing strategies to increase the number of their learners. In addition, this research also has the potential to contribute to the development of non-formal education more broadly, by improving access and quality of education outside the formal school environment.

Keywords: marketing strategy, tutoring institutions, analyze marketing

How to Cite: Budiarti, E., & Mobo, F. D., (2023). Marketing Strategy for Tutoring Institutions for Increasing the Number of Learners. *Journal of Nonformal Education*, 9(2), 322-328.

DOI: <http://dx.doi.org/10.15294/jne.v9i2.48652>

INTRODUCTION

Education is one of the important pillars in the development of a quality and sustainable society. Around the world, efforts to improve access and quality of education have become a key focus in addressing global and local challenges (Rieckmann, 2018). Amid the dynamics of education, tutoring institutions, which often provide access to alternative education beyond formal schooling, play a crucial role in bridging the education gap and providing opportunities to individuals who may not otherwise be able to access formal education.

At the global level, education has been recognized as one of the key means to achieve the various sustainable development goals set by the United Nations in the 2030 Agenda (González et al., 2020; Owen, 2017). Education challenges involve issues such as inequality of access to education, varying quality of education, and sustainability in education systems. Non-formal education, as an important component of the education ecosystem, must contribute to efforts to achieve this goal (Shofwan et al., 2023).

At the local level, each country has its own unique educational context and diverse challenges that need to be addressed. Non-formal education issues in each

country can vary depending on factors such as education policies, community needs, and available resources (Fakhrudin & Shofwan, 2019; Rogers, 2019). Increasing the number of learners in tutoring institutions is an important part of efforts to create a more inclusive and educated society.

A number of studies have been conducted in the context of non-formal education, both nationally and internationally. Many studies relate to issues relevant to non-formal education, such as its effect on literacy rates, employability, or social inclusion (Pilav-Velić et al., 2019). However, there are still gaps in research that specifically addresses effective marketing strategies in increasing the number of learners in tutoring institutions.

Previous research has tended to focus on aspects such as curriculum, teaching methods, or the impact of non-formal education on learners. In the context of marketing strategies, existing research is often limited to understanding market demand and promoting non-formal education, without providing sufficient insight into marketing strategies that are effective in increasing the number of learners (Mishra, & Misra, 2022).

This research will fill this knowledge gap by exploring and analyzing marketing strategies that are successful in increasing the number of learners in

tutoring institutions. Research will detail various aspects of marketing strategies, including the use of social media, cooperation with formal schools, discount programs, and creative promotional campaigns (Latif et al., 2021). With a deeper understanding of effective marketing strategies, tutoring agencies will be able to develop more targeted and successful marketing plans.

This research has the potential to make a significant contribution in addressing challenges in non-formal education. With a better understanding of effective marketing strategies, tutoring agencies can identify opportunities and overcome barriers in increasing the number of learners. This will provide concrete benefits for individuals who wish to access education beyond formal schooling (Armila et al., 2018). In addition, this research can also help address the problem of educational inequality that still exists in many countries. With the right marketing strategy, tutoring agencies can reach a wide range of communities, including those in remote areas, minority groups, or those with physical or economic limitations (Rush-Marlowe, 2021).

The main objective of this study is to provide practical guidance for tutoring agencies in developing effective marketing strategies to increase the number of learners. This research will find out marketing strategies that have been proven successful in various non-formal education contexts, as well as identify key elements that can be the foundation for a successful marketing strategy. One unique aspect of the study is the particular focus on marketing strategies in the context of non-formal education. In the context of education, marketing is often an underrated element, but it has great potential to increase the number of learners in tutoring institutions (Chan et al., 2018). This research will fill this knowledge gap and provide useful insights for practitioners, managers of tutoring institutions, and other stakeholders.

Non-formal education plays an important role in efforts to achieve sustainable development goals (Rogers, 2019; Walid & Luetz 2018). Increasing the number of students in tutoring institutions is an important step in creating a more inclusive and educated society (Ferri et al., 2020; DeMatthews et al., 2020). With a better understanding of effective marketing strategies, tutoring agencies can play a greater role in providing access to a wider and quality education.

This research will focus on the identification and analysis of marketing strategies that are successful in increasing the number of learners in tutoring institutions. With a deeper understanding of this marketing strategy, it is hoped that tutoring agencies can achieve their goal of providing better education to the community.

METHODS

The approach used in this research is qualitative with the type of case study research. The case study itself can be understood as a study that explores the real life of a case or various cases by collecting detailed and in-depth data through various sources of information with a certain period of time and then finding solutions to solve them (Creswell, 2013).

This research was conducted at the Indonesian Education and Teaching Foundation. The informants in this study were 1 Operational Director, 1 person from the Public Relations Division and 1 person from the Digital IT Division at the Indonesian Education and Teaching Foundation. By using purposive sampling techniques, namely sampling techniques by determining certain criteria (Rukin, 2019). Data collection techniques in this study include three techniques, namely through in-depth interviews, observation and documentation about the study to be studied or about the object of research. The activities in data analysis include reduction, data presentation and conclusion.

RESULTS AND DISCUSSION

Theories about effective marketing strategies can come from a variety of sources, and many marketing experts have contributed their views on this topic. Some well-known theories and concepts of effective marketing strategies include:

Kotler's 4Ps (Marketing Mix): Philip Kotler, a leading marketing expert, developed the concept of "Marketing Mix" consisting of 4Ps: Product, Price, Place, and Promotion. According to this theory, an effective marketing strategy involves a balanced management of these elements to meet customer needs and achieve business goals. **Segmentation, Targeting, and Positioning (STP):** The concept of STP is a marketing strategy approach that includes market segmentation (identifying different market segments), target determination (choosing market segments to target), and positioning (building brand image or positioning in the eyes of customers). This is an important theory in developing an effective marketing strategy.

Relational Marketing Theory: This theory emphasizes the importance of building and maintaining long-term relationships with customers. It includes aspects such as good customer service, trust, and customer retention as part of a marketing strategy. **Customer Value Theory:** The concept of customer value says that an effective marketing strategy should focus on creating value for customers. It includes a deep understanding of customer needs and how to meet them with the right product or service. **Theory of Differentiation and Competitive Advantage:** Michael Porter developed the concepts of differentiation and

competitive advantage as part of a business strategy framework. In the context of marketing, this theory shows the importance of offering different and unique products or services to achieve excellence in the market.

Innovation Theory: Effective marketing strategies often involve innovation in products, services, or marketing processes. Innovation theory considers how innovation can help companies gain a competitive advantage. **Customer Satisfaction Theory:** To keep customers and build loyalty, it is important to understand customer understanding theory, where marketing strategies should lead to meeting and exceeding customer expectations.

In practice, marketing professionals often integrate these various concepts and theories according to their business situation and goals. There is no single theory that describes all aspects of an effective marketing strategy, and the most suitable approach can vary depending on the particular industry, market, and business context. The results showed that there were a number of marketing strategies that succeeded in increasing the number of students in tutoring institutions. Some of the most effective strategies identified include the use of social media, cooperation with formal schools, discount programs and supporting facilities, creative promotion campaigns, approaches that focus on excellence, increasing access to education, improving the quality of education, understanding the needs of learners, promotion of inclusive education.

Use of Social Media

Many tutoring agencies have succeeded in increasing the number of their learners by utilizing social media. They use platforms like Facebook, Instagram, and Twitter to promote their programs, share testimonials from past learners, and interact directly with prospective learners. The use of social media as a tool to increase the number of learners in tutoring institutions is an important marketing strategy. Here is a more in-depth explanation of how this strategy works with the support of several marketing theories: the use of social media in marketing, promoting programs and sharing testimonials, direct interaction with prospective learners.

The use of social media in marketing there is a theory of relational marketing and a theory of differentiation and competitive advantage. Relational marketing theory emphasizes the importance of building strong relationships between brands and customers. In the context of social media, tutoring agencies can leverage platforms such as Facebook, Instagram, and Twitter to interact with potential students and build stronger relationships. They can respond to questions, provide relevant information, and provide support to prospective learners. By communicating regularly, tutoring agencies can create a positive relationship with prospective learners, which

can have a positive impact on their decision to enroll.

Using social media allows tutoring agencies to highlight their advantages. They can communicate what makes them different from other tutoring agencies, such as a unique curriculum, innovative learning approaches, or high-quality teachers. Thus, they position themselves as a more attractive and valuable option for prospective learners. It reflects the concepts of differentiation and competitive advantage in marketing.

Furthermore, Promoting Programs and Sharing Testimonials there are 2 theories, namely Marketing Communication Theory and Social Influence Theory. Marketing communication theory highlights the importance of effective marketing messages. Through social media, tutoring agencies can convey powerful messages about their programs. They can use different types of content, such as images, videos, and text, to explain the benefits of their program. In addition, sharing testimonials from previous learners is a strategy that fits this theory, as testimonials are a powerful form of communication that can influence the decisions of prospective learners. Social influence theory states that individuals tend to be influenced by the views and experiences of others. In the context of social media, testimonials from previous students act as a social influence factor that can persuade prospective students to join. When prospective learners see that others have had success with the tutoring agency's program, they are more likely to be interested in enrolling.

In addition to Direct Interaction with Prospective Students there are Customer Satisfaction Theory and Relational Marketing Theory. Direct interaction with prospective students through social media provides opportunities for tutoring institutions to better understand the needs and preferences of prospective students. This is in line with customer understanding theory, which emphasizes the importance of understanding customer needs and providing solutions that meet their expectations. Direct interaction through social media can also strengthen relationships with prospective learners and build long-term loyalty (John et al., 2022). By responding to questions, providing assistance, and providing support, tutoring agencies create strong relationships with prospective learners, which can have a positive impact on customer retention and satisfaction.

The use of social media in marketing tutoring agencies is an example of how marketing theories contribute to the development of effective marketing strategies. By understanding these concepts and applying them wisely, tutoring agencies can maximize their influence and increase the number of their learners.

Cooperation with Formal Schools

Some tutoring agencies work with formal schools to identify students in need of additional or alternative education. This creates a flow of learners from formal

schools to tutoring institutions. Cooperation between tutoring agencies and formal schools to identify students who need additional or alternative education is a strategy that can be supported by several marketing and educational theories. The following is a more in-depth explanation along with the theories that support it, including the theory of differentiation and competitive advantage, market segmentation theory, human resource development theory, education ecosystem approach theory.

The theory of differentiation and competitive advantage emphasizes the importance of offering something different or unique in a marketing strategy. By cooperating with formal schools, tutoring institutions can present additional education or alternatives that are different from what formal schools offer. This creates a strong differentiation within the education market. This kind of cooperation also creates a competitive advantage. By targeting students who need additional education, tutoring agencies can highlight themselves as a more suitable and beneficial option for the group. This corresponds to the concept of competitive advantage in marketing.

Market segmentation theory states that markets can be divided into various segments based on characteristics such as age, needs, and preferences. With the cooperation between tutoring institutions and formal schools, they can effectively segment the market. They identify a market segment consisting of students who need additional or alternative education. Thus, they can provide solutions that suit the needs of this segment. Human resource development theory emphasizes the importance of education in improving individual capacities and abilities. By carrying out this kind of cooperation, tutoring institutions contribute to improving access to education, especially for students who may have difficulties in formal schooling. This reflects the important role of education in human resource development.

The theory of the educational ecosystem approach emphasizes the importance of collaboration and integration between various actors in the education ecosystem, including formal and non-formal educational institutions. The cooperation between these institutions creates an integration that allows students to switch smoothly between formal and non-formal education according to their needs. This reflects the holistic approach of the education ecosystem. The collaboration between tutoring agencies and formal schools to identify students in need of additional education is an example of how marketing theory and education can support innovative and effective marketing strategies (Wrigley et al., 2018). By understanding these concepts, tutoring agencies can better address people's educational needs holistically and maximize their impact.

Discount Program and Supporting Facilities

Some institutions offer discounted programs or special perks to learners who enroll in large groups or long-term programs. These discounts or additional facilities can provide incentives for prospective students.

Offering discount programs or special perks to learners who enroll in large groups or long-term programs is a marketing strategy that can be explained in more depth. The discount strategy is based on economic principles where prospective learners get incentives in the form of saving money. In economic theory, discounts are a way to reduce relative costs, which can increase attractiveness for prospective learners. By paying lower fees for educational programs, learners can feel that they are getting better grades. Price and demand theory states that when the price of a product or service falls, demand will tend to increase. By offering discounts, tutoring agencies can stimulate the demand of learners, particularly those who may have cost considerations as a major factor in their decision making. Discounts make educational programs more affordable.

The concept of differentiation in marketing refers to the way a product or service can be distinguished from its competitors. By providing special facilities, tutoring institutions create added value that sets them apart. Differentiation theory states that when prospective learners see that they will gain more benefit or convenience by enrolling in a long-term program or large group, they are more likely to choose this institution over others.

Offering special facilities is also related to the principle of customer satisfaction. This theory states that in order to retain customers and build loyalty, it is important to understand and meet customer needs and preferences. Special perks, such as exclusive access to a wider range of tools or programs, can increase customer satisfaction and make them more likely to stay subscribed in the long run.

The strategy of combining discounts and special perks reflects the theory of combined marketing, where various marketing elements are combined to create greater value (Jacobides & Gawer, 2018). In this case, tutoring agencies create attractive packages by providing discounts and special facilities to large groups or long-term program participants. This creates a strong appeal for prospective learners who want to get the best value for their educational investment.

It is important to remember that this strategy must be executed wisely to ensure business continuity and quality education. If you provide discounts or special perks too often, tutoring agencies may face problems in maintaining financial sustainability. Therefore, careful management is required in implementing this strategy to maximize its benefits for prospective learners and the institution.

Creative Promotion Campaigns

Some tutoring agencies have developed creative promotional campaigns, such as competitions, educational workshops, or mentoring programs that attract the attention of prospective students (Pardo-Garcia, & Barac, 2020). The development of creative promotional campaigns by several tutoring agencies is a strategic step in increasing their appeal. Competition Theory: Competition is a way to spark the motivation and participation of prospective learners. This theory states that when individuals have the opportunity to compete and win prizes or recognition, they are more likely to engage in programs or activities. This competition can create a sense of passion and aspiration to achieve. Learning Theory: Educational workshops are strategies that are in accordance with learning theory. In this context, learners can be actively involved in the learning process. Workshops give them hands-on experience in developing skills and knowledge. This theory emphasizes that active learning is more effective than passive learning. Social Approach Theory: Mentoring programs are related to social approach theory, which says that individuals are affected by positive social influences (Latif, et al., 2023; Irvansyah, 2023). In these cases, the mentor serves as an inspiring and guiding role model. Learners can feel more comfortable learning and developing in a supportive environment.

Developing creative promotional campaigns aims to create customer satisfaction (Elgarhy & Mohamed, 2023). This theory emphasizes the importance of understanding and meeting the needs and preferences of prospective learners. By offering an engaging and rewarding experience, these campaigns can increase customer satisfaction.

This theory emphasizes the importance of building long-term relationships with customers. Creative promotional campaigns that engage learners in competitions, workshops, or mentoring programs can help build closer and more positive relationships (Shirokova et al., 2018). This can have a positive impact on customer retention and an increase in the number of learners in the long run.

Creative promotional campaigns, such as competitions, can stimulate learner motivation (Bicen, & Kocakoyun, 2018). Motivation theory states that when individuals have clear goals, challenges, and motivating rewards, they tend to be more motivated to participate and achieve.

In mentoring programs or workshops, theories of social influence can apply. Interaction with mentors or fellow learners can provide the necessary encouragement and support (Alawamleh, et al., 2020). This theory underscores the role of the social environment in shaping individual behavior. Creative promotional campaigns are an effective way to grab the attention of potential learners, motivate them, and build positive relationships. Using these theories as a

foundation, tutoring agencies can design campaigns that are more effective and beneficial to their learners.

A Excellence-Focused Approach

Successful institutions emphasize their unique advantages and benefits in promotion. They highlight what makes them different from other educational institutions, such as quality teachers, flexible curricula, or innovative teaching methods (Rapanta et al., 2020).

An approach that focuses on excellence is a marketing strategy focused on highlighting and promoting what makes a tutoring agency different and unique from its competitors. Excellence in teacher quality is one of the main elements often emphasized by tutoring institutions (Jafar et al., 2021; Zeichner, 2017). Qualified teachers have high experience, knowledge, and skills in their fields. They can provide better education, provide valuable insights, and support the development of learners. Further, this approach may emphasize teacher qualifications and certifications, teacher achievement or experience in a specific industry or field, quality of interaction and support provided by teachers to learners.

Tutoring agencies often accentuate flexibility in their curriculum. This means that learners have more control over what, how, and when they learn (Gonzalez et al., 2020). The flexible curriculum allows them to tailor learning to their needs and schedule. The aspects that may be emphasized in this approach are the choice of subjects or programs that can be chosen by learners, the adjustment of the learning schedule according to individual needs, the possibility to complete the program at different speeds.

This approach also often highlights innovative teaching methods. Innovative teaching methods create a more engaging, effective, and relevant learning experience for learners. Some examples of innovative methods that may be emphasized include the use of educational technology, such as online learning, interactive platforms, or simulations, project-based approaches or collaborative teaching that encourage creativity and active participation of learners application of experiential learning methods that allow learners to learn through hands-on experience.

The excellence of tutoring agencies is also often linked to the individual approach and personal support they offer to learners. This creates a strong link between the learner and the institution, which can motivate the learner to achieve academic success (Bowden, 2021). Aspects that may be emphasized include the provision of academic advisors or mentors to support learners' development, the possibility of counselling or individualized guidance to help learners plan their educational path, rapid response to learners' needs or questions.

Tutoring agencies that highlight their strengths often provide data and evidence of successful student performance. It creates trust and gives an idea of the

outcomes that can be achieved by learners (Lewicka, 2022). Some elements that may be emphasized in this case are statistics or student performance reports that reflect the level of success and progress, success of learners in achieving educational goals, such as new jobs, promotions, or career changes, testimonials or success stories of previous learners.

By emphasizing those elements, tutoring agencies can differentiate themselves from their competitors and attract potential learners who are looking for a differentiated and more meaningful educational experience (Mintz, 2021). These unique advantages and benefits help articulate the added value provided by institutions and encourage increased learner participation in non-formal education.

CONCLUSION

Marketing strategies that focus on unique advantages and benefits are key approaches used by non-formal educational institutions to stand out and increase the number of learners. These can include quality teachers, flexible curriculum, innovative teaching methods, an individualized approach, and personalized support. In practice, this approach allows institutions to provide added value to learners by offering an education that better suits their needs and preferences. Curriculum flexibility gives learners control over their learning experience, while innovative teaching methods create a more engaging and effective learning environment. Overall, a focus approach to excellence in the marketing of non-formal education institutions is key to increasing learner participation and expanding access to education, especially for those who face barriers in accessing formal education. This approach creates more inclusive, responsive, and quality learning opportunities, having a positive impact on individual development and the development of society as a whole.

REFERENCES

- Armila, P., Käyhkö, M., & Pöysä, V. (2018). On the educational edges of a learning society: the Finnish hinterland as a framework of educational choices for young people. *Journal of Youth Studies*, 21(9), 1198-1215. <https://doi.org/10.1080/13676261.2018.1453128>
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380-400. <https://doi.org/10.1108/AEDS-06-2020-0131>
- Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for gamification approach: Kahoot as a case study. *International Journal of emerging technologies in learning*, 13(2). <https://doi.org/10.3991/ijet.v13i02.7467>
- Bowden, J. L. H., Tickle, L., & Naumann, K. (2021). The four pillars of tertiary student engagement and success: a holistic measurement approach. *Studies in Higher Education*, 46(6), 1207-1224. <https://doi.org/10.1080/03075079.2019.1672647>
- Chan, A., & Raharja, S. U. J. (2018). Marketing strategy of a creative industry company in Bandung City. *Review of Integrative Business and Economics Research*, 7, 232-240. https://buscompress.com/uploads/3/4/9/8/34980536/riber_7-s2_k18-090_232-240.pdf
- DeMatthews, D., Billingsley, B., McLeskey, J., & Sharma, U. (2020). Principal leadership for students with disabilities in effective inclusive schools. *Journal of Educational Administration*, 58(5), 539-554. <https://doi.org/10.1108/JEA-10-2019-0177>
- Elgarhy, S. D., & Mohamed, L. M. (2023). The influences of services marketing mix (7ps) on loyalty, intentions, and profitability in the Egyptian travel agencies: The mediating role of customer satisfaction. *Journal of Quality Assurance in Hospitality & Tourism*, 24(6), 782-805. <https://doi.org/10.1080/1528008X.2022.2080148>
- Fakhrudin, I. S. (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. https://www.ijicc.net/images/vol5iss5/5525_Fakhrudin_2019_E_R.pdf
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 86. <https://www.mdpi.com/2075-4698/10/4/86/pdf>
- Freberg, K. (2021). *Social media for strategic communication: Creative strategies and research-based applications*. Sage Publications.
- González García, E., Colomo Magaña, E., & Cívico Ariza, A. (2020). Quality education as a sustainable development goal in the context of 2030 agenda: Bibliometric approach. *Sustainability*, 12(15), 5884. <https://doi.org/10.3390/su12155884>
- Gonzalez, T., De La Rubia, M. A., Hincz, K. P., Comas-Lopez, M., Subirats, L., Fort, S., & Sacha, G. M. (2020). Influence of COVID-19 confinement on students' performance in higher education. *PLoS one*, 15(10), e0239490. <https://doi.org/10.1371/journal.pone.0239490>
- Irvansyah, A., Muljono, P., Fatchiya, A., & Sadono, D. (2023). Social Entrepreneurship Competence of Non-formal Education Managers for the Empowerment of Learning Communities. *Journal of Nonformal Education*, 9(1), 179-189. <https://doi.org/10.15294/jne.v9i1.42727>

- Jacobides, M. G., Cennamo, C., & Gawer, A. (2018). Towards a theory of ecosystems. *Strategic management journal*, 39(8), 2255-2276. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/smj.2904>
- Jafar, M. F., Yaakob, M. F. M., Mustapha, R., Aziz, M. N. A., Yusof, M. R., & Awang, H. (2021). Quality of Mentoring of Mentor Teachers: Perspective of the Trainee Teachers. *International Journal of Evaluation and Research in Education*, 10(2), 632-640. <https://doi.org/10.11591/ijere.v10i2.21035>
- John, S. P., & De Villiers, R. (2022). Factors affecting the success of marketing in higher education: a relationship marketing perspective. *Journal of Marketing for Higher Education*, 1-20. <https://doi.org/10.1080/08841241.2022.2116741>
- Latif, I., Heriyanto, H., Mardiana, M., & Dewi, C. (2023). Analysis of Financial Management in Economic Empowerment of MSMEs: A Case in a Tourism Village. *Journal of Nonformal Education*, 9(1), 151-159. <https://doi.org/10.15294/jne.v9i1.42717>
- Latif, M. A., Munastiwi, E., & Humaida, R. (2021). Marketing of early childhood education institution: Covid-19 pandemic Vs. normal. *Child Education Journal*, 3(3), 137-149. <https://doi.org/10.33086/cej.v3i3.2128>
- Lewicka, D. (2022). Building and rebuilding trust in higher education institutions (HEIs). Student's perspective. *Journal of Organizational Change Management*, 35(6), 887-915. <https://doi.org/10.1108/JOCM-02-2022-0037>
- Mintz, B. (2021). Neoliberalism and the crisis in higher education: The cost of ideology. *American Journal of Economics and Sociology*, 80(1), 79-112. <https://doi.org/10.1111/ajes.12370>
- Mishra, S., & Misra, P. K. (2022). Open, Distance, and Digital Non-formal Education in Developing Countries. *Handbook of Open, Distance and Digital Education*. <https://oro.open.ac.uk/90007/1/978-981-19-2080-6.pdf#page=353>
- Owens, T. L. (2017). Higher education in the sustainable development goals framework. *European Journal of Education*, 52(4), 414-420. <https://doi.org/10.1111/ejed.12237>
- Pardo-Garcia, C., & Barac, M. (2020). Promoting employability in higher education: A case study on boosting entrepreneurship skills. *Sustainability*, 12(10), 4004. <https://doi.org/10.3390/su12104004>
- Pilav-Velić, A., Jahić, H., Okičić, J., & Kokorović-Jukan, M. (2019). The impact of formal and non-formal education on youth employability in Bosnia and Herzegovina. *Croatian Review of Economic, Business and Social Statistics*, 5(1), 55-66. <https://doi.org/10.2478/crebss-2019-0006>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital science and education*, 2, 923-945. <https://doi.org/10.1007/s42438-020-00155-y>
- Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. *Issues and trends in education for sustainable development*, 39, 39-59. <http://www.unesco.org/open-access/terms-use-ccbysa-en>
- Rogers, A. (2019). Second-generation non-formal education and the sustainable development goals: Operationalising the SDGs through community learning centres. *International Journal of Lifelong Education*, 38(5), 515-526. <https://doi.org/10.1080/02601370.2019.1636893>
- Rush-Marlowe, R. (2021). Strengthening Rural Community Colleges: Innovations and Opportunities. *Association of Community College Trustees*. <https://files.eric.ed.gov/fulltext/ED616954.pdf>
- Shirokova, G., Tsukanova, T., & Morris, M. H. (2018). The moderating role of national culture in the relationship between university entrepreneurship offerings and student start-up activity: an embeddedness perspective. *Journal of Small Business Management*, 56(1), 103-130. <https://doi.org/10.1111/jsbm.12363>
- Shofwan, I., Sunardi, S., Gunarhadi, G., & Rahman, A. (2023). Entrepreneurship Education: Encouraging Entrepreneurial Intentions for Equality Education Students in Semarang. *International Journal of Learning, Teaching and Educational Research*, 22(6), 175-194. <https://doi.org/10.26803/ijlter.22.6.10>
- Walid, M., & Luetz, J. M. (2018). From education for sustainable development to education for environmental sustainability: reconnecting the disconnected SDGs. *Handbook of sustainability science and research*, 803-826. <https://doi.org/10.1007/978-3-319-63007-6>
- Wrigley, C., Mosely, G., & Tomitsch, M. (2018). Design thinking education: a comparison of massive open online courses. *She Ji: The Journal of Design, Economics, and Innovation*, 4(3), 275-292. <https://doi.org/10.1016/j.sheji.2018.06.002>
- Zeichner, K. M. (2017). Competition, Economic Rationalization, Increased Surveillance, and Attacks on Diversity: Neo-liberalism and the Transformation of Teacher Education in the US 1. In *The struggle for the soul of teacher education* (pp. 40-62). Routledge. <https://doi.org/10.2991/icream-18.2019.28>