

Non-Formal Education Management at the Community Learning Activity Center (CLC) Jakarta

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Abstract: This study examines the management of non-formal education in CLC Jakarta. The purpose of this research is to analyze the planning, implementation, supervision and evaluation, leadership, and management information systems. This study uses a qualitative approach with a type of descriptive research, data collection techniques using observation, interviews, and documentation. Informants from the head of CLC, curriculum representatives, staff, 3 tutors, and 3 learning residents. The data analysis techniques used in this study include data collection, data reduction, data presentation, and conclusion drawn. This shows that CLC in Jakarta has managed non-formal education effectively, and is oriented towards improving the quality and sustainability of the institution. This research makes a theoretical contribution in expanding the understanding of the application of non-formal education management principles in the context of inclusive and highly adaptable community institutions. Practically, this research provides a strategic reference for CLC managers in developing a contextual, effective, and sustainable management system.

Keywords: *Management, Non-Formal Education, CLC*

A. Introduction

Education is the main provision that is planted from an early age and will provide great benefits for the development and progress of a nation in the future (Soro, 2024). One of the main factors to encourage the success of national development is the existence of an adequate number of educated people. To support development, efforts are needed to improve the quality of human resources in order to produce a society that is intelligent, has broad insights, and at the same time has high confidence to face the future. Through education, creating a workforce that not only understands theory, but is also skilled in practice, proficient in using technology, and has special skills according to the needs of the times (Tirani, 2024).

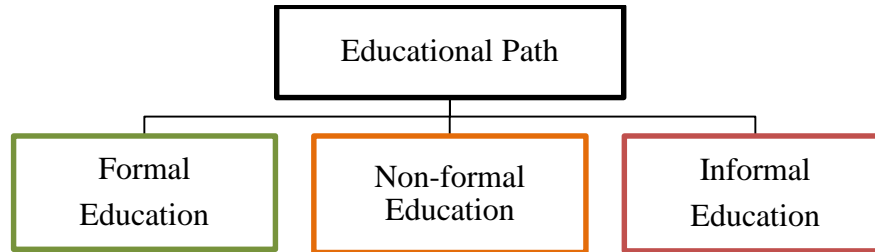


Figure 1. Education Pathways in Indonesia

Source: Law of the Republic of Indonesia No. 20 of 2003

Based on figure 1, it is informed that in Indonesia, education is organized through three paths, namely formal, non-formal, and informal in accordance with Law No. 20 of 2003 concerning the National Education System Article 13 Paragraph 1. Non-formal education is one of the educational paths that can be taken by anyone without age restrictions (Siregar, 2023), so that non-formal education is carried out in a structured and tiered manner outside the formal education pathway (Arfani, 2024). Non-formal education is recognized as equivalent to the results of formal education programs, after going through an equivalence assessment process by institutions appointed by the government (Law No. 20 of 2003 Article 26 Paragraph 6).

Non-formal education is a form of education that does not follow the formal structure and curriculum that is generally found in formal educational institutions such as schools (Ratmani, 2024). Non-formal education has a strategic role in expanding access to education and improving the quality of human resources in Indonesia. One of the educational units of the non-formal pathway is the Center for Community Learning Activities (CLC). CLC is an educational institution that is established, managed, and fostered by the community with the aim of fulfilling the interests of educational services for the community itself (Nengsih, 2023). CLC is present as a response to the needs of the community that have not been served by formal education, both due to economic, social, and geographical factors.

However, in its implementation, CLC is faced with complex managerial challenges, ranging from strategic planning, program implementation, to supervision and evaluation of the quality of educational services (News, 2023). CLC focuses on meaningful and useful programs, as well as utilizing the potential of human resources and natural resources in its environment (Sihombing, 2002) in (Hidayat, 2019). Through CLC, people who are not served by formal education but can gain knowledge that suits their conditions and needs (Dogs, 2023).

Permendiknas No. 49 of 2007 emphasizes that the management of non-formal education must meet management standards including planning, implementation, supervision and evaluation, non-formal education leadership, and management information systems. In addition, according to Andrew J. Dubrin in (Hadiat, 2023) The management function is planning, organizing, leadership, and supervision. This shows that the management of non-formal education is carried out with a systematic and comprehensive managerial approach in accordance with national standards. One of the main factors that determine the quality of CLC is the ability to manage CLC, in addition to tutors who act as agents of change in the implementation of CLC (Himayaturahmah, 2017). In managing an organization, reliable, professional and dynamic management skills are needed

(Nengsih, 2018). In this context, good management is the main key to ensuring that education runs smoothly and according to the needs of students (Laana, 2021). According to (Rahmat, 2018) that the approach in non-formal education management, management is the cooperation of people who involve many parties in an effort to achieve goals.

However, based on preliminary observations made by researchers, it is known that CLC in Jakarta has shown various achievements, such as A accreditation, awards in management, and the success of alumni to continue their education to a higher level, but this institution faces a number of challenges in managing non-formal education. One of the specific problems faced is the limitation of human resources (HR) in managing various programs, the need for innovation in learning that is able to meet the diversity of students, and management information systems still need to be developed so that administration and reporting can run more effectively.

As a basis to strengthen this research, previous research discussed the importance of effective management in improving the quality of CLC. Research (Mustopa, 2022) who researched the effectiveness of CLC management in the city of Bandung found that good management involves planning, organizing, implementing, supervising, and evaluating on an ongoing basis to achieve maximum results. In addition, the research (Layyinah, 2024) examining the management of the Package C equality education program, the results of the study show that the success of the program is greatly influenced by careful planning, clear organization, and consistent implementation and evaluation, in resource management and wider collaboration with external parties to improve the quality and sustainability of equality education programs in CLC. The research emphasizes that effective management can improve the quality and sustainability of existing programs in CLC.

This research has something new in terms of substance, approach, and institutional context being studied. In substance, this study comprehensively examines five fundamental aspects in non-formal education management: planning, implementation, monitoring and evaluation, leadership, and management information systems. Studies of these five aspects in an integrated manner are still rarely found in previous research. Most previous research has focused on only one or two aspects separately, so it has not provided a complete picture of how the five components are interrelated in real practice in the field. The findings of this study reveal that despite operating in limited resources, CLC is able to develop effective managerial innovations, such as the use of simple technology in management information systems. These findings show that contextual, adaptive, and student-oriented management practices can be effective in non-formal educational institutions, while providing empirical evidence that enriches the literature and offers an applicative model for the management of CLC in Indonesia.

Along with the demands of changing the 21st century education paradigm, CLC is required to be able to develop an active, critical, and need-based approach to learning in the community. CLC managers must always innovate in management, both in terms of planning, implementation, and program evaluation, in order to provide democratic, effective, efficient, and quality educational services (Suherman, 2024). Therefore, an in-depth analysis of the management of non-formal education at CLC Central Jakarta is very necessary to find the right and sustainable solution for the sake of improving the quality

of services and the sustainability of the institution.

Sourced from these basics, the researcher is interested in conducting research that examines several things, including how planning, implementation, supervision and evaluation, non-formal education leadership, and management information systems are carried out in CLC. Thus, the focus of research is limited to Non-Formal Education Management. This research aims to analyze the management of non-formal education applied in CLC and the success of this institution in providing quality non-formal education. Thus, it is hoped that CLC can manage better.

B. Methods

This study uses a qualitative approach with a descriptive type of research. According to (Scott, 2017), The descriptive qualitative method is a research method that is in accordance with the philosophy of postpositivism, used in studying the state of natural objects, of which the researcher is a key instrument. The approach in this study often prioritizes the subject's perspective, understanding the process, and interpreting the meaning of a phenomenon. In its implementation, qualitative research is supported by theories that function as a basis or support so that research results remain relevant to the facts found in the field. Descriptive studies provide researchers with information about various social conditions, such as describing certain characteristics of a sample or study population. The goal is to understand in depth about the management of non-formal education.

This research was conducted at CLC Jakarta for 1 month, from April 28 to May 28, 2025. In this study, the researcher involved eight informants who were selected purposively to dig deep into information in the field. The informants consist of individuals who have direct knowledge and involvement in CLC Jakarta. The eight informants are one head of CLC, one curriculum representative, one staff, 3 tutors, and 2 students. These eight informants were chosen because they were considered able to provide relevant and in-depth information related to the focus of the research

Data collection techniques use observation, interviews and documentation. The observation used by the researcher is an unstructured observation because they do not know for sure what is being observed. In this study, a semi-structured interview technique was used. This interview aims to obtain more transparent information about the management in CLC Jakarta. This study uses documentation to support the data obtained from the interview and observation process, to ensure that the data obtained is accurate and based on facts. Miles and Huberman (in Sugiyono, 2017), the data analysis techniques used in this study use interactive model data analysis techniques which include data reduction, data display, and conclusion. To ensure the validity of the data in this study, the researcher used triangulation techniques, including source triangulation, technique triangulation, and time triangulation. This approach contributes to gaining a holistic and in-depth understanding of the phenomenon being studied.

C. Results and Discussion

1. Planning

Planning is the initial stage of the entire management process that greatly determines the direction and success of education. In the context of non-formal education such as in CLC Jakarta, planning becomes more complex because it has to consider the very diverse backgrounds of students in terms of age, socio-economic, and psychological. The findings of the study show that CLC Jakarta prepares learning planning in a systematic, participatory, and adaptive manner to the needs of students.

Theoretically, according to (Uno, 2011), planning is a systematic process designed to ensure that the implementation of activities runs optimally, through a series of anticipatory steps aimed at minimizing potential gaps, so that the goals that have been set can be achieved effectively. This is clearly seen in the planning at CLC, where the preparation of learning objectives is carried out through internal discussions between leaders and tutors, based on the vision and mission of the institution as well as the needs of the community. The objectives formulated are not only limited to academic aspects, but also include character building, life skills development, and the provision of inclusive alternative educational spaces. As explained during the interview by the deputy head of curriculum: *"The goal is to provide opportunities for the community, especially children who have not had time or cannot continue formal education, to continue to receive equal education through the package chase program"*. (Deputy head of curriculum, May 20, 2025).

In addition, he added that this program *"Becomes a forum for people who want to become teachers or tutors to be channeled through non-formal education channels."* (Deputy head of curriculum, May 20, 2025). In terms of identifying learning needs, CLC Jakarta takes steps in accordance with planning principles. They involve parents and students in the process of initial observation, interviews, and mapping of individual characteristics. This is important because, in non-formal education, students are not a homogeneous group, but are very diverse in terms of abilities, interests, and emotional backgrounds. This is according to the results of the staff interview: *"If the procedure is almost the same, because we are inclusive education, we have a name called observation first in order to map the needs of students and determine what kind of learning program they will have."* (Staff, April 19, 2025). Tutors also have a role in planning through the preparation of modules and learning media. This is according to the results of the interview conducted with the tutor of package B: *"Teachers make their teaching modules, later each teacher makes them and then collects them into the curriculum, so the curriculum archives everything."* (Tutor Package B, May 7, 2025). In addition, tutors are not only the presenters of the material, but also the designers of contextual and meaningful learning experiences. This is important in the context of students who previously experienced obstacles in formal schooling, as it requires a more humanistic and flexible approach.

Thus, learning planning in CLC reflects the basic principles of ideal non-formal education management, which are flexible, responsive to individual needs, collaborative, and oriented towards student empowerment. This planning is not only designed from above by the management of the institution, but also involves tutors as the main implementers of learning and parents as partners in accompanying the child's learning process. This

proves that CLC has implemented learning planning in accordance with the theory and practice of quality non-formal education. This discussion is in line with the results of the research (Zaifullah, 2023) which emphasizes the importance of needs-based planning in non-formal education.

2. Actuating

The implementation of learning is the application of the plan that has been prepared. In the context of CLC in Jakarta, this implementation function can be seen in how the institution manages facilities and infrastructure, the implementation of learning methods, the role and qualifications of tutors, the implementation of learning, the timing and implementation of learning in a structured and adaptive manner to the needs of non-formal education.

Based on the results of observations, in terms of facilities and infrastructure, CLC Jakarta has provided adequate facilities to support learning, such as classrooms, whiteboards, LCD projectors, computer laboratories, prayer rooms, and CCTV as part of security and monitoring. The provision of these facilities reflects management's awareness of the importance of a decent and safe learning environment, This is in line with (Purnomo, 2022), that educational infrastructure is one of the supporting factors for the success of educational programs. Although this institution is not large-scale, the use of space and tools is carried out optimally and efficiently.

The learning method at CLC Jakarta is flexible and humanistic. Based on the results of interviews with 3 tutors (Package A, B, and C), it shows that tutors are given the freedom to choose methods that suit the student's character and learning goals, ranging from interactive lectures, group discussions, simulations, projects, to educational games. These methods are also adjusted to the Independent Curriculum and the characteristics of students who come from non-formal backgrounds, have special needs, or have trauma from previous education. The freedom to choose this method reflects the application of the principles of andragogy and learner-centered education that are characteristic of non-formal education. In line with the opinion of Mulyasa (2007), the learning method in non-formal education must be contextual and functional, namely oriented towards solving real problems faced by students.

Meanwhile, based on the results of interviews with the head of CLC and the deputy head of curriculum, it can be seen that tutors or educators are carried out selectively and based on competence. The tutors recruited have a minimum educational background of S1, with some having completed the S2 level. In addition, tutors are equipped with training such as technical guidance (technical guidance), the preparation of teaching modules, and mastery of learning technology. Tutor management includes not only teaching scheduling, but also the division of responsibilities in developing the curriculum, learning contracts, and reporting participants' learning outcomes. This shows that the implementation at CLC Jakarta runs systematically and reflects the principle of empowering human resources (HR) in education management.

From the aspect of learning implementation, CLC Jakarta applies a model that emphasizes flexibility and adjustment to the needs of students. Learning is not only done through face-to-face, but also through small group discussions, self-paced learning, and a project-

based approach. This reflects the application of the student-centered learning model in non-formal education, as stated by (Sania, 2024), that good implementation must allow students to become active subjects in the learning process. The approach applied at CLC Jakarta is very relevant because most of the students come from special backgrounds, such as victims of bullying, children with special needs, or those who experience disruptions in formal education. The Head of CLC, emphasized the importance of this flexibility by stating that: *"The learning process must adapt to the needs and backgrounds of students who are very diverse."* (Head of CLC, May 2, 2025).

In the time and implementation of learning, it is carried out by adjusting the learning schedule to the rhythm of students' lives. The schedule implemented is not too dense, generally 2–3 times a week with a duration of two hours per meeting. This arrangement shows that CLC recognizes the importance of a balance between the learning process and the physical, psychological, and social conditions of students. One of the Package B tutors, stated that: *"Learning is carried out about three times a week with a duration of two hours per session."* (Tutor Package B, May 7, 2025). In addition, one of the students, also conveyed the results of the interview: *"The entry of noon at 8 o'clock, according to his habit of waking up at noon."* (Students, May 14, 2025) This shows that the implementation of learning time is carried out adaptively, in accordance with the principle of individualized instruction which is widely used in non-formal education.

This statement shows that the implementation of the program not only focuses on the delivery of the material, but also creates a safe and emotionally supportive learning environment. This is relevant to (Yani, 2024), which emphasizes that the implementation of non-formal education is adjusted to needs, a place of learning as a safe learning house and not only focusing on the delivery of material.

3. Supervision and Evaluation

Supervision and evaluation are important in education management, as they play a role in ensuring that the entire learning process takes place in accordance with the goals, standards, and plans that have been set. In education, supervision not only functions as an evaluation tool, but also as a form of quality coaching and development. Based on the results of observations and interviews at CLC Jakarta, that supervision and evaluation have been carried out systematically and thoroughly, although in a simple way but in accordance with the characteristics of non-formal education.

In the aspect of the learning process, supervision is carried out through direct and indirect monitoring of teaching and learning activities. The leadership and management team conduct classroom observations, review the attendance of students and tutors, and evaluate learning outcome reports. The deputy head of curriculum explained the results of the interview that the evaluation was carried out periodically: *"Usually in June, we also pour it in the meeting (work meeting)."* (Deputy for Curriculum, May 20, 2025). This shows that surveillance is not incidental, but is part of a planned annual cycle.

In the aspect of actors, the main role is held by the head of the institution, namely the head of CLC and the deputy head of the curriculum division. They are tasked with supervising the implementation of learning, evaluating the performance of tutors, and ensuring that learning is in accordance with the curriculum and the needs of students. In addition, there

is a form of indirect supervision carried out by the parents of students, through informal input or complaints submitted to the teaching method or teacher's attitude. Package C tutor, stated in an interview: *"The ones who usually get complaints are teachers who may not have mastered the material or cannot build a classroom atmosphere."* (Tutor Package C, May 16, 2025). This phenomenon shows that in non-formal education, social relations between institutions, teachers, and the community have a big role in forming a participatory supervision system.

Regarding the supervision system, CLC Jakarta has built a monitoring pattern that although simple, is quite effective. Evaluation is carried out through various instruments such as classroom observation, tutor reflection forums, teacher performance assessments (with green, yellow, and red color indicators), as well as student assessment results including ANBK (Computer-Based National Assessment). In addition, the results of supervision are also used as consideration in annual training and technical guidance. The head of the institution stated that: *"If the score of the tutor's report card is green, it means that the goal has been achieved, but if it is yellow or red, it means that there are many things that must be evaluated."* (Head of CLC, May 2, 2025). Thus, the supervision system at CLC Jakarta is not repressive, but is directed to detect obstacles and facilitate constructive improvements.

In terms of supervision objectives, CLC not only evaluates the achievement of learning outcomes, but also makes supervision a means of coaching and improving the professionalism of tutors. As said during the interview by the deputy head of the curriculum division: *"This supervision is not only an evaluation, but also a form of coaching so that the quality of learning is maintained and improved."* (Deputy head of curriculum, May 20, 2025).

Based on the description above, it can be concluded that supervision and evaluation in CLC have reflected the ideal principles of supervision in non-formal education. With a participatory, flexible, and coaching-based approach, supervision in CLC plays an important role in ensuring the quality of learning as well as developing tutor professionalism. This discussion is in line with the research (Rizka, 2018) that evaluation is used as the main tool for quality assurance and further improvement. This shows CLC Jakarta 's commitment to making non-formal education a professional, structured, and quality-based service.

4. Non-Formal Education Leadership

Leadership is a core element in education management, which determines the direction, work culture, and success of the institution in achieving educational goals. In the context of non-formal education, leadership not only plays a role as a decision-maker, but also as a mover, guide, and protector for all components of the institution. Based on the results of research at CLC Jakarta, the leadership carried out by the institution and the deputy head of the curriculum shows transformational, participatory, and humanistic leadership characteristics that are in accordance with the character of non-formal education.

According to (Wulandaru, 2024) Leadership Transformational is a leadership approach that focuses on inspiring and motivating individuals in the organization to commit to achieving collective visions and goals. This is reflected in the leadership style at CLC

Jakarta which prioritizes the values of togetherness, openness, and mutual cooperation in building and running the institution. The deputy head of curriculum said that: *"The leadership here is more about togetherness, we build this CLC with mutual cooperation, all help each other... no one feels superior to the other"*. (Deputy head of curriculum, May 20, 2025).

This statement shows that leaders do not place themselves as rulers, but as equal partners who guide and facilitate all members to grow together. In addition, based on the results of observations, participatory leadership can also be seen from how leaders involve tutors in the process of preparing curriculum, creating teaching modules, and planning learning programs. Tutors are given space to convey ideas, develop appropriate learning methods, and participate in evaluations. This is in line with (Idris, 2024) that participatory leadership encourages the involvement of all elements of the institution in decision-making as well as CLC heads who are open to input, build two-way communication, and encourage collective discussion.

From the aspect of relationships with students, leadership at CLC Jakarta is humanistic. Leaders do not keep their distance from students, but establish close and open relationships. This is very important considering that many students in CLC come from difficult backgrounds such as children with special needs, victims of bullying, or children who have experienced trauma in formal education. This is in accordance with the results of interviews with students: *"The chairman of CLC and the deputy of curriculum are very good... we can share like a family"*. (Students, May 16, 2025)

This shows that leaders not only manage, but also build close and trusting relationships. In the context of non-formal education, this approach is very effective because it allows the learning process to take place in a welcoming and inclusive climate. Conform to the opinion (Bolangitan & Pasaribu, 2023), that the chairman of the management not only carries out administrative functions, but is able to influence the attitude and behavior of the tutor humanely. Thus, it can be concluded that the non-formal education leadership at CLC Jakarta has been running effectively, by prioritizing transformational, participatory, and humanistic leadership principles. This kind of leadership is the key to the success of institutions in fostering students with special backgrounds, empowering tutors professionally, and building non-formal educational institutions that are inclusive, resilient, and adaptive to changing times.

5. Management Information System

The Management Information System (SIM) in educational institutions functions as a tool to collect, manage, store, and distribute information needed to support the decision-making process, implementation of learning programs, and administrative control efficiently and accurately. This is in accordance with the definition (Laudon & Laudon, 2017) which states that SIM is a technology-based system that is used to support the managerial decision-making process through structured information management.

In the context of non-formal education, the role of SIM is very important because it can help institutions with limited resources to work more efficiently, document activities, and ensure accountability. Based on the results of interviews with the head of CLC, the deputy head of curriculum, and staff, it can be seen that the information system used is still simple

and not based on an integrated platform, but has functioned practically and adaptively to support operational needs.

Based on the results of interviews by three tutors and staff, it is known that CLC utilizes simple technology platforms such as Google Drive, Google Form, Zoom, and WhatsApp Group as the main means of managing learning and administrative information. In addition, tutors are used to storing lesson plans, teaching modules, learning reports, and evaluation documents through shared folders in Google Drive. Communication between employees and the delivery of information to students' parents is carried out intensively through WhatsApp groups. Although this system is not ideal according to modern educational technology standards, it is able to accommodate the needs of institutions practically and quickly.

However, the use of information systems in CLC Jakarta still faces challenges, especially in terms of data integration and management automation. The information system used is still separate, and is not yet based on a Learning Management System (LMS) that can fully integrate academic, administrative, and communication functions. However, from the results of the interview, it is known that the leadership has realized this need and is planning the development of an LMS-based driver's license. The following are the results of the interview with the Deputy Head of Curriculum Division: *"God willing, next year we will pilot LMS... because it is important for a more organized learning and information system."* (Deputy head of curriculum, May 20, 2025).

This plan shows that CLC has a forward orientation in building a more professional and structured system, although it is carried out in stages according to the capacity of institutional resources. This is in line with (Anggraini, 2025) that a website-based information system can improve the effectiveness, transparency, and efficiency of non-formal education services.

Thus, it can be concluded that the management information system at CLC has been running functionally even though it is still in a simple form. The SIM used has supported the learning process, data management, and internal communication effectively in accordance with the needs of the institution. Although it is not yet fully digitally integrated, CLC shows a commitment to continue to grow, including through more systematic LMS development planning. This shows that SIM in this institution is not just a technical tool, but part of a management strategy that supports the efficiency, accountability, and sustainability of non-formal education in the midst of the challenges of the times. Practically, the results of this research can be used by other CLC managers as a concrete guide in managing institutions effectively. Simple technology strategies (such as Google Drive and WhatsApp) have proven to be efficient in data logging and communication, especially under limited conditions. This implication is relevant for other CLCs who face resource constraints but are still required to provide quality educational services.

D. Conclusions

Based on the results of research on non-formal education management in CLC Jakarta, the following conclusions can be drawn. The background of this research is based on the importance of professional and adaptive governance of non-formal educational

institutions, especially in facing educational challenges in the midst of urban communities with diverse student characteristics. Flexible planning based on the analysis of student needs, and considering the potential and resources they have. The implementation of the program runs effectively with a learning system that is tailored to the character of students, including inclusion-based education. Supervision and evaluation are carried out periodically and informally through direct communication between the head of CLC, tutors, and students, which reflects a participatory supervision model. The leadership of the head of CLC is transformational, participatory, and humanistic, able to build strong relationships between educators and students and create a conducive and supportive work climate. Meanwhile, the management information system is developed in a simple but functional manner, by utilizing easily accessible technology for administrative, communication, and learning documentation purposes. This shows that CLC Jakarta has managed non-formal education effectively, and is oriented towards improving the quality and sustainability of the institution.

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