

ANALYSIS OF NON-FORMAL EDUCATION PROGRAM MANAGEMENT IN IMPROVING THE QUALITY OF TEENAGE DROPOUTS' HUMAN RESOURCES

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ABSTRACT

Managing an education program requires a good strategy for implementation. Management strategy analysis is one of the most important parts of the strategic planning process, sophisticated implementation of a strategy because it requires the presence of an integrated package of steps that will facilitate and support it that allows the practice of the existing strategy. The purpose of this research is to find out how a non-formal education institution manages its education program in terms of improving the quality of human resources of adolescents who drop out of school. The research method used in this study is Systematic Literature Review (SLR) by identifying, assessing, and interpreting various preexisting studies as research data. The data used in this research is based on journal articles published within the last 6 years, the search for journal articles as data is carried out through the Google Scholar website. The results of this study indicate that the management of a good and structured non-formal education program will greatly affect the human resources of the learning targets.

Keywords: *Program Management, Non Formal Education, Human Resource.*

INTRODUCTION

Education, which includes teachers, students, peers, teaching and learning activities, and other teaching activities, can serve as a form of protection and an effective coping mechanism in maintaining adolescent psychological health. Education, especially in schools/institutions, can provide adolescents with opportunities to gain academic and social experiences. However, it is unfortunate that there are 2.5 million children aged 7-15 years not attending school and dropping out during the transition from primary to junior high school (UNICEF, 2012). This was the case and is also shown in the Susenas data (2009) which shows that the School Participation Rates (APS) of children aged 7-12 years, 13-15 years and 16-18 years are 97.95%, 85.43% and 55.05%, respectively. This is generally due to an inability to understand lessons, poor attitude, not actively engaging in school activities, coming from a low-income family, lack of support from teachers, and negative peer influence (Fan, 2012). Dropping out of school has been found to contribute to a variety of problems, such as increased crime, unemployment, dependence on public facilities, confinement, and health problems (Millenky, Schwartz, & Rhodes, 2013). Dropping out of school reduces an adolescent's chances of securing gainful employment (Bloom, 2010).

Other research shows that most adolescent dropouts in Indonesia are categorized as having a low quality of life. With these results, it is evident that one or more of the quality of life indicators are not owned by adolescents. According to McDowell (2006), quality of life consists of seven indicators, namely self-ownership and wealth, level of security, level of freedom, opportunity, life satisfaction, self-development, and participation in the community. A fulfilled indicator is an indication of a person's good quality of life.

In Law No. 29 of 1999, then continued with the presence of Law No. 32 of 2004 concerning regional government, where a number of authorities have been handed over by the central government to local governments, allowing regions to make creations, innovations and improvisations in their regional development efforts, including in the field of education. This issue has implications for the

implementation of education, one of which is the lack of role and attention of the central government in education management. According to Hasbullah (2007: 35) The position and position of the Education Office in the era of regional autonomy seems to have changed where the development of education programs now rests more on the principles of democratization, community participation, empowerment of potential resources owned by the region. In the discussion above, it can be voiced that education is the human right of every Indonesian citizen, with this every Indonesian citizen has a patent right to obtain a decent and quality education according to their respective interests and talents.

Education is often a problem for the lower middle class, which can lead to a decrease in equal opportunities for the rest of society. According to Buarque, Spolar and Zhang (2006), all social issues such as lack of educational aspects, health aspects, lack of employment opportunities and so on are among the issues that are often associated with this group of people. Poverty also often affects the education aspect as according to Birdsall (1980) who links the issue of poverty with the issue of education by saying that poverty is not only limited to the meaning of income inequality and low income but also includes a lack of education, poor health, and low life expectancy. This also confirms that education is one of the most important elements in life and the state.

In managing an education program, a good strategy is needed in its implementation, as said by Abdullah & Afiff (2010: 178) Strategy implementation is one of the most important parts of the strategic planning process, sophisticated implementation of a strategy because it requires the presence of an integrated package of steps that will facilitate and support it which allows the practice of the existing strategy. Sukmaningrum and Faizah (2019) revealed that if children are already on the streets and working, then they will lose their childhood and the opportunity to get higher education, so their quality is doubtful in welcoming the future. In addition, Fatoni (2020) also revealed that education occupies a central position in development because its target is to improve the quality of human resources.

The quality of human resources is also one that is considered in life, especially in maintaining opportunities to stay the same or more. This, as stated by Snyder (1989) that "Humans are the most valuable resource, and behavioral science prepares many techniques and programs that can guide the utilization of human resources more effectively." This aims to achieve increased human resource performance.

RESEARCH METHODS

This research uses the Systematic Literature Review (SLR) approach method. Systematic Literature Review (SLR) is defined as the process of identifying, assessing, and interpreting all available research evidence with the aim of providing answers to specific research questions (Kitchenham and Charters 2007).

There are several problem formulations in this research, namely as follows: (1) How is program management in non-formal education for out-of-school youth. (2) How is the strategy of increasing human resources carried out in the implementation of non-formal education programs for out-of-school youth. In addition, there is also a determination of keywords, so that the search for data on journal articles is not too much and ambiguous on the topic of discussion, and there are also several criteria in finding journal article data. The criteria for journal article data to be analyzed are as follows: (1) Literature articles published in research journals indexed by Sinta and Garuda. (2) Contains keywords as a data reference. (3) Journal articles published in the last 6 years (2018-2024) to be more relevant to the time of this research. (4).

The data collection process found came from journal articles accessed online through the Google Scholar website. There are 3 keywords than searching data for this research, namely Program Management, Non Formal Education, Human Resources. The journal article data used must be published within the last 6 years, which after that will be re-analyzed and summarized and adjusted to the main topic of discussion in this study.

RESULTS AND DISCUSSION

Result

The results of data collection that have been collected by Systematic Literature Review (SLR) in this journal are presented in two tables. Table 1 contains the year of journal publication, journal name, number of articles and type of journal publication which is described as follows:

Tabel 1. Indexed Journal Publications

Year	Journal Name	Number of Articles	Publication Type
2024	Jurnal Pendidikan Tambusai	1	Sinta 5
2023	Jurnal Ilmiah Ilmu Pendidikan	1	Sinta 4
2022	PENDIKNAS:Jurnal Pendidikan Dasar	1	Garuda
2022	Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)	1	Sinta 5
2022	Edukasia:Jurnal Pendidikan dan Pembelajaran	1	Sinta 4
2021	<i>Chalim Journal of Teaching And Learning</i>	1	Garuda
2021	Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi	1	Sinta 4
2020	COMM-EDU Community Education Jurnal	1	Sinta 4
2019	Jurnal Noken:Ilmu-ilmu Sosial	1	Sinta 4
2018	Jurnal eksistensi pendidikan luar sekolah (E-Plus)	1	Sinta 5

Table 2 contains data on the names of journal authors, types of research, and journal findings related to non-formal education program management in improving the human resources of out-of-school youth, as follows:

Table 2. Authors, Methods, dan Findings

Author	Type of Research	Findings
Afrilianti, P., & Khotami. (2024).	Qualitative	There is a need for socialization to the community about non-formal education programs in order to increase community awareness of the problem of adolescent dropouts, as well as to find the right targets to become program participants.
Rostini, D., Mastiani, E., Suhaeni, Y., & Restu, R. R., (2023).	Qualitative	The contribution made by the Bimba AIUEO institution in non-formal education has been significant, especially in providing tutoring to children.
Irfan., Tahir, M., & Nurhasanah., (2022).	Qualitative	The strategy carried out by the Pai Village government in managing formal education programs is said to be successful because of the approach to the community and cooperation with institutions and other government agencies in order to improve the quality of human resources of adolescents and children who drop out of school in Pai Village.
Yuliani, L., Karwati, L., Hamdan, A., (2022).	Qualitative	The management carried out by Miftahul Huda Manonjaya Pesantren education has been implemented very well, because it carries out various processes such as planning, organizing, leading and controlling pesantren education optimally.

Sidik, A. M., (2022).	Qualitative	Improving the effectiveness of management carried out by various PKBMs in Bandung is structured and well done, although there are micro obstacles in the process.
Wahyu, G. P., Swandari, T., & Rokhman, M., (2021).	Qualitative	PKBM Wana Bhakti Ngasem District Bojonegoro Regency has carried out an effective strategy formulation process, as well as analyzing various opportunities and threats that are seen from the strengths and weaknesses of the institution.
Alifatul, Dinda., & Salahudin., (2021).	Qualitative	There are special institutions under the auspices of non-formal education with national standards of education, namely LKP, the Institute for Courses and Training, which has 83 priority programs. And with this LKP, the concept of empowerment can run in the community
Shomedran., Karmila, Y. N., Tahyudun, D., & Hakim, I., (2020).	Qualitative	Role, The program run by SKB Banyuasin has become a supporting factor in efforts to build and improve the quality of human resources as evidenced by existing documents.
Suaib, H., & Gerewas, S., (2019).	Qualitative	With the awareness of the importance of the community and government on improving human resources in Maybrat Regency, most Maybrat people have been a little prosperous and prosperous with various development of educational and health facilities and infrastructure by the local government.
Rosmilawati, I., (2018).	Qualitative	Equality education or non-formal education is formed with the aim of all people who need it for various reasons. So it needs awareness from the community to find a point of learning and education that is good for their lives.

Discussion

Based on the data of 10 journal articles that have been found, there are 5 journal articles indexed by Sinta 4, 3 journals indexed by Sinta 5, and also 2 journal articles indexed by the Garuda Portal. The journal articles found contain non-formal education program management in improving the quality of the human resources of adolescents who drop out of school. The following is a complete discussion of the journal articles above.

Non Formal Education Program Management

Non-formal education is one of the important roles in replacing, adding, and complementing formal education in schools, this is characterized by various communities who want non-formal education institutions to help their children gain broader knowledge. As said by (Anwar, 2017) explains that non-formal education is to improve the quality of Indonesian people with faith and piety, noble character, educated, disciplined, hard working, resilient, responsible, and independent. Non-formal education also aims to be able to provide educational services as a substitute, supplement, or complement to formal education, and develop the potential of students in knowledge, functional skills, attitudes, and professional personality. This of course cannot be separated from the influence of the child's parents, according to Irfan, et al. (2022) that the role of guidance in overcoming school dropouts. Parents as the first educators in the family have an important role in preventing children from dropping out of school. Parents need to instill in children the importance of education and the knowledge they get from school. Parents also play a role as an encourager for children because as children who are facing a transitional period, children need parental encouragement to foster courage and self-confidence in facing problems.

According to Yuliani, et al. (2022) Non-formal education management can also be carried out with various processes, namely planning, organizing, leading, and controlling. The following is the explanation:

- **Planning**
In this planning stage, non-formal education institutions make various targets that will be achieved or achieved in the future. This process also involves thinking about and carefully determining the direction and goals as well as assessing the resources and appropriate methods that will be used in the program.
- **Organizing**
The establishment of an organizational structure is also very important in the management of non-formal education programs, where in an institution there must be formed parts in which there are suitable human resources to carry out each of their duties. This is done so that the organization in a program will run structured and become more effective.
- **Leadership**
This process is also part of organizing, where the task of a leader tends to be heavier and must show his charisma to other members. This is because leaders are likened to examples or role models for their members in running their programs.
- **Control**
Supervision is also important than the management of a program in nonformal education institutions. This process can be done as a form of monitoring and evaluation that is more structured and systematic in controlling every aspect of the program.

Human Resources Quality Improvement

Humans will not be able to carry out their mandate as a caliph. He will not be able to carry out his responsibilities if he is not equipped with these potentials and develop them as a strength and value more human than other creatures (Hasan Langgulung, 2015). This can be explained that the level of quality of human resources will be able to take responsibility for their duties as good caliphs. The importance of human resource development is not only seen from the point of science and technology, but also the development of moral values, spiritual values in the form of faith and piety (imtaq).

Several studies have revealed that there is a positive relationship between quality education and productivity. This of course affects daily activities or productivity. Sarah Tang, as cited by Supriadi (1996:57), argues that "Rapid economic growth in Asian countries and progressive changes in production towards high-tech industries and services have resulted in increased demands from the business world for skilled and educated (quality) personnel (HR)." Human resource development is one form of lifelong education process that covers various fields of life, especially doing so with non-formal education/out-of-school education.

Manheim (Wahyudi Ruwiyanto, 1994: 1) states that out-of-school education (nonformal education) can be used more efficiently and effectively to improve the quality of human life, for all

economic strata, social strata and educational strata, as well as to participate in solving pressing humanitarian problems. It can be interpreted that human resource development is one of the important components in the out-of-school education subsystem. Because out-of-school education can function as a supplement, complement, and substitute.

CONCLUSIONS

Based on the discussion above, it can be concluded that the management of a good and structured non-formal education program will greatly affect the human resources of the learning targets. Therefore, there are various processes in it, namely management, organization, leadership and control. In addition, what also needs to be considered is the implementation of program strategies in its management. Strategy implementation is one of the most important parts of the strategic planning process, the sophisticated implementation of a strategy because it requires the presence of an integrated package of steps that will facilitate and support it that allows the practice of the existing strategy.

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