

THE EXISTENCE OF TUTORS IN CARRYING OUT NON-FORMAL EDUCATION SERVICES AT SKBN 2 SAMARINDA

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ABSTRACT

This study aims to examine the role of tutors in implementing non-formal education services at SPNF SKB Negeri 2 Samarinda with a focus on the role of tutors as facilitators, motivators, evaluators and social companions. This study uses a qualitative approach. The data collection techniques used are interviews, observations, and documentation studies. Data analysis techniques include the data condensation stage, data presentation (matrix/theme network), as well as conclusion drawing and verification, coding is carried out deductive-inductive (initial code from role theory concepts, andragogy principles, competency development enriched through open coding to saturation). The results of the study show that tutors at SPNF SKB Negeri 2 Samarinda play an important role in creating a participatory and relevant learning atmosphere that is in accordance with the principles of andragogy. As motivators, tutors provide psychological support and enthusiasm to residents to learn with a personal approach. As evaluators, they conduct assessments based on contextual understanding and provide constructive feedback. On the other hand, as social companions, tutors pay attention to the personal condition of learning residents to create social bonds that strengthen the sustainability of the learning process. While there is already recognition of the existence of tutors, the study also found a need to strengthen the professional capacity of tutors through relevant training and rewards equivalent to their contributions. For this reason, non-formal educational institutions need to provide more support in the form of continuous training, formal recognition and fair performance evaluations so that tutors can carry out their roles optimally.

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INTRODUCTIONS

Education in Indonesia is organized through three paths that complement and enrich each other, as mandated in Law No. 20 of 2003 concerning the National Education System Article 13 paragraph 1 which states that "The Education Path consists of formal, non-formal, and informal education". (Syaputra & Shomedran, 2023). These three pathways are an integrated education system for the community and play a role in developing individual potentials and skills. Non-formal education is present as an alternative and strategic solution for people who cannot access formal education pathways due to various limitations.

According to the National Education System Law (SISDIKNAS) Number 20 of 2003 Article 26 paragraph (1), "Non-formal education is organized for people who need educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education" (Muin,

2022). This shows that non-formal education not only serves as an alternative, but also as a complement to formal education.

Non-formal education plays a vital role in supporting upskilling upswing, community empowerment, and the creation of social equality. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities (Sapinah et al., 2021). This diversity of programs allows non-formal education to reach various groups of people with diverse needs.

The Learning Activity Studio (SKB) is a non-formal education unit formed by the district/city government and plays a strategic role in organizing various programs such as Package A, B, and C Equality Education, skills courses, literacy education, PAUD, and community empowerment (Sapinah et al., 2021). Based on Permendikbud Number 4 of 2016, SKB is tasked with providing inclusive education services for people of all ages to support national education goals (Nurhayati et al., 2022). SPNF SKB Negeri 2 Samarinda, as part of this system in East Kalimantan, faces special challenges related to population mobility and socio-economic diversity, so it has an important role in ensuring equitable and quality access to education in its region.

In the implementation of non-formal education, tutors play a very crucial role as the spearhead of the success of the program. Tutors do not only act as teachers in a narrow sense, but perform a broader and more complex function. According to Sardiman (in Widodo et al., 2022), the role of tutors consists of informants, organizers, motivators, directors/supervisors, initiators, facilitators, mediators, and evaluators.

Tutors as facilitators create an atmosphere of independent learning, design participatory learning procedures, and provide adequate facilities; as a motivator that fosters the spirit of learning for students to learn; and as an evaluator who assesses students' academic achievements and social behavior (Widodo et al., 2022). In addition, tutors also function as social companions who build relationships and empathy, by mastering the principles of andragogy because students are generally adults who need a dialogical, life experience-based, and contextual approach (Destiani et al., 2023).

Despite having a strategic role, tutors in non-formal education face various challenges, such as the limited number and quality of competent tutors, the lack of ongoing training, and the lack of formal recognition of their competence. Each educational unit has different problems, so it demands diverse solutions and encourages tutors and teachers at SKB to continue to innovate in learning (Nurhayati et al., 2022). In addition, the lack of structural support and institutional policies towards capacity building, as well as a high workload without being balanced with adequate welfare, also affect the quality of the educational services they provide.

This research is based on several relevant theoretical frameworks. First, role theory (*Role Theory*) of Biddle and Thomas who emphasized that individuals perform roles based on social expectations and organizational structures. In this theory, four main terms are known, namely the division of people into actors (actors) and targets (targets), as well as terms about behavior that include normative expectations (Lukman et al., 2022). Second, Knowles' Andragogi Theory emphasizes the importance of appropriate learning approaches for adults. This approach includes six main concepts: the need to know, self-concept, experience, learning readiness, learning orientation, and motivation (Destiani et al., 2023), thus encouraging a learning process that is dialogical, reflective, and relevant to the life experiences of learning residents.

Third, the theory of human capital (*Human Capital Theory*) from Becker who highlighted the importance of investing in human resources to increase productivity. Education and training are seen as the main form of investment in human capital, as they can increase individual income and abilities, including in terms of knowledge, skills, and problem analysis (Tasmillah et al., 2023). Therefore, improving the quality of tutors through education and training is considered important to support the overall improvement of the quality of non-formal education.

Although many studies have addressed non-formal education, there is still a gap in the literature regarding the existence of tutors in institutional structures, as most studies only highlight the role of tutors in supporting learning outcomes without reviewing institutional recognition of their existence. Research (Sudrajat & Pertiwi, 2020), for example, only focusing on the role of tutors as facilitators in increasing the learning independence of Package C students in the Serang City SKB, without discussing structural aspects. In East Kalimantan, especially SKBN 2 Samarinda, studies on the existence of tutors in non-formal education services are also still very limited, even though the local context has unique challenges that need to be studied in depth. There has been no research that comprehensively reviews how tutors are facilitated, institutionally recognized, and carry out their roles in the midst of institutional challenges, even though their existence is highly dependent on the support of the education system that oversees it.

This research is important to understand the existence of tutors in interpreting and facilitating the non-formal education system at SPNF SKBN 2 Samarinda, as well as identifying their main duties and functions as facilitators, motivators, evaluators, and social companions. By examining the extent to which institutions recognize and support the role of tutors, this study also explores the various obstacles faced and the strategies used in overcoming them, considering that tutor competence greatly affects the effectiveness of educational services. The results of the research are expected to contribute to the development of non-formal education policies, strengthen the position of tutors, and become a reference in designing a more effective and sustainable model of tutor coaching and empowerment in Indonesia.

METHOD

This study uses a descriptive qualitative approach with the aim of describing in depth the existence of tutors in carrying out non-formal education services at SPNF SKB Negeri 2 Samarinda. This approach was chosen because it is relevant to explore the meaning, experience, and social dynamics faced by tutors in carrying out their duties. Qualitative research allows researchers to understand phenomena from the subject's perspective directly through interaction and interpretation of context.

Based on the qualitative approach, informants were selected purposively: the head of SKB Negeri 2 Samarinda as key informants, three active tutors of the equality program (Package A/B/C) as the main informants and several learning residents as supporters; Tutor criteria include a working period of ≥ 1 year teaching in an equivalency program, representing a variety of educational/subject backgrounds and being willing to participate in a data collection series. The research is located at SKB Negeri 2 Samarinda City, East Kalimantan with a focus on the implementation of the main duties and functions of tutors, educational backgrounds and constraints of non-formal education services. Data were collected through limited participatory observation in the classroom, semi-structured interviews with the head of SKB, tutors and a number of learning residents as well as documentation studies (lesson plans/modules, activity reports, photos, institutional archives) observation and interview guidelines derived from the theoretical framework namely Role Theory (Biddle & Thomas) to map institutional expectations and practice of the role of tutors (facilitators, motivators, evaluators, social companions) (Anggito & Setiawan, 2018), Andragogi (Knowles) to assess the suitability of adult learning strategies (learning needs, experience, problem-solving orientation) and Human Capital (Becker) to link tutor competency training/coaching with service quality. Data analysis techniques use the Miles & Huberman model through data condensation, data presentation (matrix / theme network), as well as conclusion drawing and verification, coding is carried out deductively-inductive (initial code from the concept of role theory, andragogy principles, competency development enriched through open coding to saturation) (Fifani et al., 2023). Validity is maintained by triangulating techniques and sources, member checking key informants, and trail auditing of the research process, ethical aspects are fulfilled through informed consent, identity confidentiality and the use of data solely for academic purposes (Sa'adah et al., 2022).

RESULT AND DISCUSSIONS

Result

This study aims to describe in depth the existence of tutors in carrying out non-formal education services at SPNF SKB Negeri 2 Samarinda. Based on the results of interviews conducted with the head of SKB, three tutors, and learning residents, it was found that tutors have a very important role in ensuring the sustainability and quality of the learning process of learning residents. Tutors play the role of facilitators, motivators, evaluators, and social companions who are not only tied to the classroom, but also reach out to aspects of students' lives. The following is a presentation of the data from the field findings.

1. The Role of the Tutor as a Facilitator

The role of tutors as facilitators is shown through learning preparation, the preparation of teaching tools, and teaching methods that are participatory and relevant to the lives of learning residents. Tutor Muhammad Fauzi explained:

"For teaching materials, I usually prepare materials according to the curriculum, including teaching modules and lesson plans, that's what I prepare before teaching."

The same thing was conveyed by Rabiatul Adwiyah as a tutor in the equality package B program, namely:

"I prepare lesson plans, teaching modules, and materials according to the Merdeka curriculum. I choose and adjust the material to the class conditions, and prepare it before learning."

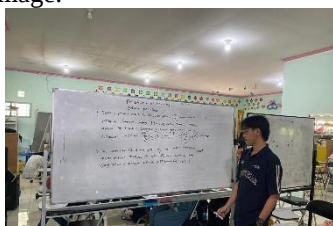
Tutor Miat Dianata added that the andragogy approach is important in creating a dialogue classroom atmosphere, Here is his statement:

"I create a reciprocal atmosphere, for example, I give questions, they answer. So there is a two-way interaction."

These tutors adapt the teaching material to the background of the learning community. As conveyed by Fauzi as a tutor, namely:

"I adjust to their conditions, for example, some of them work as chicken sellers, so I relate math material to their daily trading calculations."

The following results of my observations and documentation studies on activities related to a series of tutor duties as facilitators can be seen in the following image:



Picture 1. Tutor explains math concepts with everyday life

This is in line with the adult learning approach (andragogi) which emphasizes the relevance of the material to the real lives of students.

Based on the results of interviews and documentation studies with the three speakers, the tutor plays the role of a planned facilitator with the preparation of mature teaching materials according to the curriculum, participatory-dialogical that creates an interactive and contextual learning atmosphere, which connects the teaching material with the daily lives of learning residents so that learning becomes more meaningful and applicative.

2. The Role of the Tutor as a Motivator

The role of tutors at SKB Negeri 2 Samarinda also plays a role as a motivator who provides enthusiasm and moral support to learning residents. Tutor Muhammad Fauzi explained:

"I hear more of their stories and embrace them, so that they feel cared for and excited to attend."

Tutor Rabiatal Adwiyah applies a personal approach in carrying out his role as a motivator, Here is his statement:

"I make observations from the beginning of the school year to understand their personal condition and maintain communication so that they feel cared for."

In addition, Tutor Rabiatal Adwiyah uses a strategy that is given a simple award for learning residents. He stated:

"I interact a lot with them, keep the learning atmosphere from being boring, and give them simple rewards so they feel valued."

For students who have lost their enthusiasm, Tutor Muhammad Fauzi actively takes a personal approach. This approach is realized by embracing and approaching students personally, as well as understanding the conditions They are both at home and at work, so they are encouraged to return to learning. Delivered by Tutor Muhammad Fauzi as follows:

"I embrace them, approach them personally and understand their conditions at home or at work, so they want to go back to learning."

Based on the interviews with the three tutors above, it shows that the role of tutors as motivators not only focuses on providing encouragement but also builds close personal relationships with learning residents. All three tutors agreed that a personal approach is essential to create a sense of appreciation and attention, which increases the learning spirit of the learners. Fauzi emphasizes the importance of listening and embracing, while Rabiatal combines early observation and simple appreciation to maintain a pleasant learning atmosphere. Overall, they strive to create an atmosphere that encourages active engagement of learners by paying special attention to their personal conditions and daily lives both at home and at work, in order to motivate them to remain present and active in learning.

3. The Role of the Tutor as an Evaluator

Evaluation of the understanding of learning residents is carried out in various ways, both orally, in writing, and through relevant practices. Miat Dianata explains:

"I give questions, usually short fillings from the module. The assessment is based on the number of correct answers."

The same thing was conveyed by Rabiatal Adwiyah, a tutor in the Package C equality program, namely:

"Usually give essay and multiple-choice questions."

Meanwhile, Fauzi as a tutor in the A equality package program emphasizes evaluation that is integrated into the daily learning process. He repeated the material and used examples of questions that are close to the students' daily lives to make it easier to understand, The following is his statement:

"I usually repeat the material, using examples of questions that are close to their lives so that they understand better."

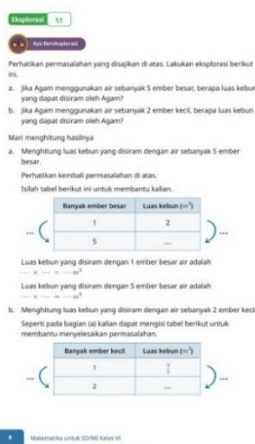
In addition, the feedback given was positive and supportive, in the form of verbal appreciation, encouragement, and explanations about the parts that still need to be improved, conveyed by Tutor Fauzi as follows:

"Verbally reward them, encourage them, and explain which ones need improvement."

Rabiatal said that the results of the evaluation were used as material for improving the learning method. He emphasized:

"From the results of the evaluation, I adjust the material and methods if there are still many who do not understand the material."

The following results of my observations as well as documentation studies on activities related to a series of tutor duties as evaluators can be seen in the following image:



Picture 2. Documentation of practice questions used by tutors in the learning process.

This shows that evaluation is not only used as a tool to measure the understanding of learners, but also serves as feedback for tutors in improving teaching strategies. By making adjustments to materials and methods, tutors can create a more effective learning process, according to the needs and level of understanding of the learner.

The results of interviews and joint documentation studies from the three tutor resource persons above show that the evaluations carried out by tutors at SKB Negeri 2 Samarinda are diverse and sustainable with the aim of ensuring comprehensive understanding of learning residents. Miat Dianata relies on short fill questions as a form of evaluation that directly measures basic understanding, while Rabiatal uses essay and multiple-choice questions to test understanding more deeply. Fauzi added a more integrated dimension of evaluation in daily learning by repeating the material and using sample questions that are relevant to the lives of the learners. The entire evaluation process is accompanied by positive and supportive feedback, such as providing verbal appreciation and explaining needed improvements. The results of the evaluation are not only used to assess, but also become material for improvement in designing more effective teaching methods, in accordance with students' understanding as expressed by Rabiatal.

4. The Role of Tutors as Social Companions

Tutors not only play a role in the classroom, but also accompany residents to learn in social aspects. Tutor Muhammad Fauzi explained:

"I'm open to them if they want to consult via chat, especially regarding learning."

The same thing was conveyed by Miat Dianata as a tutor in the equality package C program, namely:

"If it's close, they usually tell a story. But if it's not too close, they don't open."

Meanwhile, Tutor Rabiatal Adwiyah is more active in establishing closeness with learning residents through activities outside the classroom. Delivered by Tutor Rabiatal as follows:

"We hold class outings to bring them closer, as well as learning outside of the classroom."

The following are the results of my observations as well as documentation studies on activities related to a series of tutor duties as social companions can be seen in the following image:



Picture 3. Tutors accompany residents to study in activities outside the classroom (outing class)

The statements of the tutors were strengthened by the confirmation of the learning residents. One of the students said,

"The tutor teaches well and is easy to understand. The material taught is in accordance with my needs and daily life and my tutor often provides encouragement and advice so that I am enthusiastic about learning. The tutor told me that if I wanted to achieve my goals, I had to study more diligently."

Based on interviews with the three tutors above, it is shown that the role of tutors as social companions is very important in creating closer and more open relationships with learning residents. Fauzi opened a communication channel through chat to support personal consultation related to learning while Miat Dianata emphasized the importance of personal closeness so that students feel comfortable sharing. Rabiatal is more active in building closeness through social activities such as class outings that not only strengthen relationships but also change the learning atmosphere to be more relaxed and fun. Learning residents confirmed that they felt encouraged and cared for both in the learning aspect and in the social aspect as seen from the advice and encouragement given by the tutor to achieve their goals. Overall, tutors play the role not only of teachers but also of social companions who pay attention to the personal and social needs of learning citizens.

5. Institutional Recognition and Support

The Head of SKB Negeri 2 Samarinda, Mrs. Maswati, gave her recognition of the strategic role of tutors, conveyed as follows:

"Tutors become facilitators and companions in helping residents learn to understand the material according to their needs."

This statement shows that tutors not only play a role in delivering material, but also ensure that learning is relevant to the real conditions of the learner. The institution also provides various forms of support conveyed by Mrs. Maswati as the Head of SPNF SKB Negeri 2 Samarinda as follows:

"The institution provides study rooms, wifi, and learning modules. Tutors are also given training in making lesson plans and modules, as well as the opportunity to participate in technical guidance and coordination meetings."

The following results of my observations as well as documentation studies on activities related to a series with institutional support can be seen in the following image:



Picture 4. Documentation of Tutors participating in training (Tutor Competencies)

This explains that the existence of tutors receives institutional support both in terms of infrastructure and competency improvement through regular training and coordination. But challenges remain. The Head of SKB conveyed his statement that the obstacles faced were the variation in the learning abilities of residents, including the presence of students with special needs (ABK) who needed more attention. Here is the statement:

"The obstacle is the variation in the ability of residents to learn, including ABK participants who need more attention." This explanation shows that tutors are required to have extra skills in handling differences in characteristics and needs of learning residents so that the learning process continues to run optimally.

Miat Dianata added that she hopes for more frequent training, especially on open media and learning development, because it is very helpful in the teaching process. Conveyed by miat dianata as follows:

"I hope there will be more frequent training, for example on teaching media and learning development. That helps a lot."

The tutors hope that their existence will be more institutionally and professionally recognized. Rabiatal Adwiyah said:

"I hope that tutors can get more training so that their teaching skills will be better and the professionalism of tutors at SKB will increase."

This phrase emphasizes the importance of institutional recognition as well as increasing the capacity of tutors through sustainable programs.

Meanwhile, Tutor Miat Dianata emphasized the importance of more relevant and frequent training, he said:

"I wish there was more frequent training, for example on open media and learning development."

This shows that the need for training is not just a formality, but is really needed to support the competence of tutors in dealing with the dynamics of learning residents.

From the description above, it can be concluded that the role of tutors at SKB Negeri 2 Samarinda is very strategic, not only as a teacher, but also as a facilitator, motivator, evaluator and social companion who ensures that learning is relevant to the needs of learning residents. The institution provides support in the form of facilities (learning rooms, wifi, modules) and competency improvement through training, technical guidance, and routine coordination. However, the main challenge faced is the variation in the learning abilities of residents, including the existence of students with special needs (ABK) who need more attention. This condition requires tutors to have extra skills in managing differences in student characteristics. In addition, tutors, such as Miat Dianata and Rabiatal Adwiyah, emphasized the importance of more frequent, relevant, and ongoing training. Especially related to learning media and the development of teaching methods. They also hope for institutional recognition and an increase in the professionalism of tutors, so that their existence will be stronger in supporting mutual educational services at SKB.

Discussion

The results of the study show that tutors have a very strategic role in the implementation of non-formal education services at SKB Negeri 2 Samarinda. The role is not limited to the function of a teacher, but includes

the role of a facilitator, motivator, evaluator and social companion. These four roles are carried out in the context of adult-based learning, or andragogy and in a non-formal education system that emphasizes flexibility, contextuality and empowerment of learning citizens. In the Role Theory put forward by Biddle and Thomas, the individual performs social roles based on the expectations attached to him by institutions and the social environment (Suhardono, 2025).

The discussion is the next step after the researcher obtains results through findings in the field through interviews, observations and documentation studies that will be associated with supporting theories that focus on the four roles of tutors and the existence of tutors at SPNF SKB Negeri 2 Samarinda. It can be described as follows:

1. The Role of the Tutor as a Facilitator

As facilitators, tutors create a dialogue and participatory learning atmosphere. This approach is in line with the principles of andragogy developed by Knowles, which emphasizes that adults learn more effectively when they receive relevant, experiential learning, and value their autonomy (Yahya et al., 2023). Tutors understand the learning material with the daily lives of learning citizens, for example through trading or working experiences. This strategy reflects the principle of *Learning Orientation In Andragogi*, which emphasizes that adult learning should focus on solving real problems, not just mastering abstract theories. (Karwati, 2016)

Tutors adapt the open material to the literacy background of the learning community and use the question and answer method to create a relaxed but still serious atmosphere. They are able to design learning centered on learning citizens and be flexible to formal structures and create a reciprocal atmosphere by giving learners the opportunity to respond and ask questions. This shows that they understand and apply andragogi approaches effectively in the learning process

2. The Role of the Tutor as a Motivator

Tutors in non-formal education play an important role as motivators for learners who face various obstacles. Studies show that tutors apply a personal and emotional approach to building good relationships and empathy with learners (Febriani et al., 2021). They develop an engaging learning atmosphere, present relevant materials, and provide support to enhance the learning spirit of learners of the learners. Awards are also used by tutors and emphasis is placed on the significance of education for the future of learning citizens. Effective tutors demonstrate pedagogical ability to plan lessons, manage classes, and use information technology to increase student participation (Hardiyanto & Robandi, 2021). Overall, the diverse role of tutors is very important in increasing internal motivation and supporting the educational development of learning citizens.

Tutors act as motivators trying to foster the enthusiasm and perseverance of learning residents in participating in teaching and learning activities. In non-formal education, learning motivation is often the main obstacle because many students are those who drop out of school, have jobs, or experience social pressure. Therefore the tutor uses the *Personal* and *emotional* to approach them (Devi, 2025). Approach *Personal* This can be done by listening to the stories of learning residents as a form of empathy and support, as well as building relationships through observation and continuous communication from the beginning of the school year. This reflects the application of the principle of andragogy which emphasizes the importance of "self-concept" and "experience" of learners. Tutors act as psychological companions who create a sense of security and value, which ultimately gives rise to the intrinsic motivation of learning citizens to continue the process in education.

3. The Role of the Tutor as an Evaluator

Learning evaluation is an important component of the educational process, participating in measuring students' understanding and improving the quality of learning (A. Rahmaeni M et al., 2025). Tutors, as professional educators, have a crucial role in evaluating and improving learning effectiveness (Sinulingga et al., 2025). They are required to master professional competencies and basic tutorial skills, including evaluation skills. Effective evaluation methods include discussion, questions and answers, and constructive feedback (Kusmaldewi & Zaidin, 2021). Tutors strengthen their existence as professional educators through the role of evaluators. They not only measure the cognitive achievement of learning citizens but also use evaluation as a reflection tool to improve teaching methods and strategies. Evaluation is carried out through oral tests, contextual question exercises that are close to the lives of learners, essay questions and multiple-choice questions which are then followed up with guidance so that students understand the correct answers. This shows constructive feedback and creates space for tutors and learners to thrive together.

However, tutors also face limitations in the implementation of evaluations. Some tutors admit that the results of the evaluation have not been fully optimized to improve teaching methods, mainly due to technical and time constraints. In addition, the institution has not provided special training related to the preparation of evaluation instruments. This condition shows that the role of tutors as evaluators still needs strengthening, both in terms of competence and institutional support

In the perspective of Human Capital Theory put forward by Becker, education serves as a form of investment that can increase the productivity of individuals and society (Dewi et al., 2025). Therefore, tutors as strategic human resources need to be empowered through training, facilitation and incentives so that they can carry out their functions optimally. The SKB institution has provided support by providing study rooms, wifi, modules, lesson plan training and involvement in coordination meetings. There are still some structural challenges such as limited facilities, lack of training, evaluation, and not all tutors have received full recognition of their workload and competence.

4. The Role of Tutors as Social Companions

Tutors in non-formal education play a crucial social and educational role beyond classroom learning. They provide psychological support, help with administrative tasks, and create an inclusive learning environment. Tutors motivate learners by adapting teaching methods to individual abilities, encouraging attendance, and fostering a positive learning atmosphere. Their role also includes the development of self-awareness, potential, and the creation of fun learning experiences for learners to learn. Tutors also play an important role in participating in competency training programs, where they follow lesson plans, provide verbal encouragement, mediate conflicts, and evaluate learning through various assessments (Urmila & Irmawita, 2022). Factors that affect the effectiveness of tutors include education level, teaching ability, discipline, and institutional support.

In terms of social roles, tutors function as social companions who pay attention to the personal and social conditions of learning residents. This assistance is shown through the tutor's commitment in establishing relationships outside the classroom, providing psychological support, and even helping with administrative matters such as taking report cards. They play this role very importantly in non-formal education because learning citizens often face obstacles from family, economic, and psychological aspects that can interfere with their smooth learning. The application of this social role supports the idea of humanizing education that treats students not only as learning objects but as whole human beings with emotional and social needs. By being friends, listeners, and supporters of learning citizens, tutors strengthen social bonds in the educational process and create a conducive and inclusive learning climate (Labaso' & Hestiana, 2021). The existence of tutors is recognized by the students themselves. Learning residents revealed that tutors taught in a fun, easy-to-understand and encouraging way to learn. They feel that tutors are there not only to teach, but also to guide and encourage them in achieving their goals. This shows that tutors have become important figures in the educational life of learners, whose presence is very meaningful personally and academically.

5. Institutional Recognition and Support

The research highlights the important role of tutors in non-formal education, emphasizing the need for professional development and institutional recognition. Studies show that tutor competence is generally low, thus requiring government efforts to improve skills (Students, 2011). Tutors face challenges including inadequate infrastructure, limited mentorship, and difficulties in career advancement (Wahyuni, 2021). Educator capacity building is essential for the advancement of education, requiring careful policy-making and institutional support (Main, 2021).

Although the institution has institutionally recognized the existence of tutors, great room for improvement is still open, especially in strengthening professional capacity, relevant training as well as rewards equivalent to their workload and contributions. This recognition is essential for tutors to not only exist symbolically but also function professionally and effectively within the institutional structure of non-formal education. By referring to the three theories used, namely Role Theory, Andragogi Theory, and Human Capital Theory, it can be concluded that tutors play complex multidimensional roles and demand high pedagogical, social and professional capacity. Institutions therefore need to implement tutor strengthening strategies on an ongoing basis through training, formal recognition and a fair performance evaluation system. Only in this way can non-formal education continue to develop as an inclusive, adaptive, and socially just educational path.

CONCLUSION

This research reveals the important role played by tutors at SKB Negeri 2 Samarinda in supporting the success of non-formal education. As facilitators, tutors create a dialogue and participatory learning atmosphere, by relating learning materials to the real experiences of learners so that learning becomes relevant and applicative. They also act as motivators who actively provide moral and motivational support, by approaching individuals who learn in person and maintain continuous communication, helping them overcome obstacles in personal, social and economic life. In addition, tutors also play the role of evaluators who not only measure the cognitive understanding of learning residents but also use the results of the evaluation as material for improving teaching methods and strategies. However, some technical and time constraints hinder the optimization of the role of these evaluators. Tutors also carry out the role of social companions by paying attention to the personal conditions of learning residents, creating social bonds that strengthen the educational process, and helping to create a conducive and inclusive learning climate. Although tutors have shown a significant role, there is still room for improvement, especially in terms of strengthening professional capacity and rewarding them commensurate with their contributions. Institutions need to implement strengthening strategies through training

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