

PROGRAM MANAGEMENT IN NON-FORMAL EDUCATION INSTITUTIONS (CASE STUDY AT AV BIMBEL SAMARINDA)

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ABSTRACT

This study aims to describe program management in non-formal educational institutions, with a case study at AV Bimbel Samarinda. This institution is one of the tutoring that serves students from the PAUD to junior high school levels, including children with special needs. This study uses a qualitative approach with a case study method. Data collection techniques include observation, interviews, and documentation studies, while data analysis uses the Miles and Huberman model which includes data reduction, data presentation, and conclusion/verification. The results of the study show that AV Bimbel implements management functions effectively, ranging from planning, implementation, to supervision and evaluation. Planning is carried out in a participatory manner by involving the head of the institution and tutors, and adjusted to the needs of students. The implementation of the program prioritizes fun and personalized learning methods, with a flexible schedule that adjusts to the activities of the participants. Evaluations are carried out periodically through value monitoring and intensive communication between tutors, students, and parents. Factors that support the success of the program include harmonious relationships between institutions, tutors, students, and parents, as well as a conducive learning atmosphere. Meanwhile, the limited number of tutors and supporting facilities is a challenge in itself. Overall, AV Bimbel is able to demonstrate adaptive and student-centered management practices, which can serve as a model for other non-formal educational institutions.

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INTRODUCTIONS

The Indonesian National Education System Law No. 20 of 2003 serves as a fundamental legal framework for education in Indonesia, which aims to enhance human dignity and create quality human resources that are essential for national survival and well-being (Chandra, 2023). This law establishes education as a powerful social institution to empower Indonesian citizens to become qualified individuals who are able to respond to changing challenges (Qolby & Alindra, 2025). In general, the type of education can be divided into three categories, namely informal, formal, and non-formal education. According to (Sipuan et al., 2022) If national education aims to develop and shape the capabilities

and character as well as the nation's civilization, then non-formal education has a purpose, namely to hone the potential of all elements of society through various kinds of training organized by non-formal educational institutions. Non-formal education plays an important role in improving people's skills and knowledge that are not reached by the formal education system. Non-formal educational institutions provide flexibility in learning approaches, timing, and methods, so that they suit the needs of students from various backgrounds (Rachman et al., 2024). Tutoring institutions (bimbel) are part of non-formal education that helps students understand the subject matter at school and prepare for tutoring exams which are an effective solution in improving students' academic achievement because they present learning methods that are more personalized and adaptive to student needs. Tutoring can also bridge gaps in the learning process that are not fully achieved in formal schools (Prasetya et al., 2019).

Previous research often did not consider how program management could be tailored to meet the needs of learners with special needs. This gap suggests that more specific research findings are needed to understand the challenges and effective strategies in managing programs at institutions. So far, there are still several studies that specifically discuss program management in non-formal educational institutions, especially those related to individual teaching such as AV Bimbel Samarinda. This shows a lack of literature including institutional managers, practical guidelines. Tutoring Institutions are a type of non-formal school. Tutoring Institutions that provide direction as scientific illustrations depend on the subjects chosen by students' interests, so that later students can get quality training and learning. Based on previous research with the title *"Standards for the Management of Non-Formal Education Programs Reviewed from the Perspective of Accreditation"* that has been done by (Ahmad, 2022) which leads to the conclusion that in other words, stakeholders play the most important role because they are the regulators who are directly involved in managing the programs that have been prepared through the stages of planning, organizing, supervising, and evaluating. Previous research related to titles *"Management of One-Stop Non-Formal Islamic Educational Institutions" Al Hidayah Jurangunting Argomulyo Salatiga City* carried out by (Nugroho, 2013) In the management of educational institutions, it is very important to use management principles so that educational institutions are able to carry out their functions properly regardless of the differences in the type of institution and the goals of each existing educational institution. Based on some of these studies, this study aims to conduct research with the title "Program Management in Non-Formal Education Institutions (Case Study of AV Bimbel Samarinda)".

The results of a preliminary study conducted at a non-formal educational institution (AV Bimbel Samarinda), found that the learning facilities owned by AV Bimbel Samarinda are very comfortable such as tables, chairs, and whiteboards that are in accordance with standards and suitable for use. However, there are several facilities that need to be improved to help children learn more comfortably, for example expanding the room, adding learning aids such as books and educational games. AV Bimbel has three tutors, including the owner of the institution. AV tutors try to do the best for students by giving attention time to each child. The AV Bimbel curriculum is tailored to the needs of children. Learning uses interesting and fun methods so that students do not get bored easily. This is useful for learners who have difficulty understanding the material in formal schools. The AV Bimbel institution strictly maintains communication with parents. They often provide information about the development of learners after attending tutoring, this helps parents feel more involved in their child's education. The AV Bimbel learning schedule is arranged regularly with a learning duration of one hour and thirty minutes. However, sometimes it adjusts to the needs of students so that sometimes there is additional time in the learning process.

The implementation of quality tutoring requires planned, directed, and systematic management of non-formal educational institutions. The quality of an institution can be reflected in the managerial process carried out, starting with the preparation of visions, missions, and goals that are relevant to the needs of parents and students. After having a vision and mission, and the purpose of the next step is to implement management functions in non-formal education, starting from planning, implementation, supervision and evaluation in order to achieve the expected goals. Planning, organizing, implementing, supervising, and evaluating to achieve learning objectives optimally. Good management in non-formal educational institutions must be responsive to the needs of students, flexible to changes in the environment, and participatory in decision-making. Learning cannot be carried out properly if, lack of motivation to learn from students, lack of active learning, deterioration of morals, the emergence of violent acts, lack of concentration on learning, then learning management is considered very important (Wahyuni & Destia Fahira, 2023). This can be seen in institutions such as AV Bimbel, as it is said that good management of educational programs is done collaboratively between the head of the institution and tutors (Zainudin, 2023).

This research offers novelty in several aspects. First, this study examines program planning at the Samarinda AV Bimbel Institute, which has not been discussed much in previous research. Planning is the first step in managing educational programs that determine the effectiveness of learning implementation. Program planning in non-formal educational institutions should be based on the real needs of learners and take into account local characteristics and

availability of resources (Mohammad, 2024). Careful planning includes curriculum, schedule, tutor recruitment, to learning supporting facilities and infrastructure. Second, this study examines the implementation of the program at the Samarinda AV Bimbel Institute. The implementation of the program is the realization of the plan that has been prepared. In the context of tutoring institutions, the implementation must be adjusted to the characteristics of students and learning objectives. Third, this study examines the supervision and evaluation of the program at the Samarinda AV Bimbel Institute, and Evaluation is an assessment of the results of activities to see what the goals of the tutors and parents are and what can be improved in the future. Looking at the educational objectives above, tutoring institutions (bimbel) are non-formal educational institutions that function to provide additional materials to deepen the material in formal education from early childhood to high school and Children with Special Needs (ABK). Through tutoring, participants are expected to be able to follow and understand the material received from formal schools. Lastly, this study examines the supporting and inhibiting factors in program management at the Samarinda AV Bimbel Institute.

This study aims to describe Program Management in Non-Formal Education Implementation Institutions, with a case study at AV Bimbel Samarinda. Through this approach, this research seeks to explore the effectiveness of the programs implemented as well as the challenges faced in the implementation process. By understanding these aspects, it is hoped that a deeper insight can be gained into best practices in the management of non-formal education, as well as recommendations for future improvements.

METHOD

This study uses a descriptive qualitative approach with the aim of describing in depth the management process of the management program at AV Bimbel Samarinda. This approach was chosen with a case study method used to explore detailed, contextual, and thorough information on the research object in real situations because it is able to provide a contextual understanding of the dynamics of the management of non-formal educational institutions. This method was chosen by the researcher in this study because the problems studied are complex and can change (dynamic). Furthermore, the application of qualitative methods aims to understand in depth the management process of AV Bimbel Samarinda tutoring. This study uses a case study design. A case study is a qualitative study in which researchers carefully investigate a program, event, activity, process, or group of individuals. The research subject is the person who provides the data and information necessary for the purpose of the research. In this study, the head of the institution, two tutors and students and parents were involved.

The data collection techniques carried out in this study are Observation, Interview, Documentation Study. (Sahbuki Ritonga, 2023) Observation is a process that is preceded by observation and then recording that is systematic, logical, objective, and rational of various phenomena in actual situations, as well as artificial situations (Romdona, n.d.). In this study, the researcher conducted direct observation and looked at the learning process in AV Bimbel Samarinda tutoring. An interview is an event or a process of interaction between the interviewer and the source of information or the person being interviewed (interview) through direct communication (Rizqi et al., 2022). The interview/interview method is also the process of obtaining information for research purposes by means of question and answer while face-to-face between the interviewer and the respondent/interviewee, with or without using interview guides. In this study, the researcher conducted interviews with owners and educators at AV Bimbel Samarinda tutoring. Documentation Studies is a way of collecting data through archival relics and also includes books on opinions, theories, postulates or laws and others related to research problems. Documentation comes from the word document, which means deaf items, in carrying out the documentation method, the researcher investigates written objects, such as books, magazines, meeting minutes, and diaries (Yudhawasthi, 2023). In this study, a documentation study was carried out by looking at the records of achievements contained in the brochure of the AV Bimbel Samarinda tutoring institution.

Qualitative Data Analysis Techniques are efforts made by working with data, organizing data, sorting through it, searching and finding patterns, finding what is important to report as research results. The data analysis technique in this study refers to Milles & Huberman (in Sugiyono 2010) which is divided into three steps, namely: (1) Data reduction (*Data Reduction*) It is a process of sorting, focusing on simplification, abstraction and transformation of rough data that arises from written records in the field (Fifani et al., 2023). In the research of the data reduction process, First, the data obtained from interviews is raw data. Next, the researcher sorted out the collected data. Second, after the data is sorted, the researcher encodes the data, which means encoding the data using symbols, based on the informant and the time of the interview to make it easier to find the data. Third, the data that has been coded is then adjusted to the focus of the research. (2) Data presentation (*Display Data*) After the data is sorted and adjusted to the focus of the research, the researcher presents the data. The researcher presents this meaningful data in the form of a narrative or description that is easier to understand and more communicative. (3) Drawing conclusions (*Verification*) After the data is presented, the

researcher draws initial conclusions based on the data findings. After the data is verified based on strong evidence and consistent with the conditions at the time of the research, the researcher draws conclusions as a final conclusion in accordance with the research objectives that have been set

To increase the validity of data, researchers use several data validity techniques. The analysis of the validity of the data was carried out so that the data of this research was completely in accordance with the conditions in the field. In this study, the validity of the data was checked by Source Triangulation and Technical Triangulation. Source triangulation is carried out by comparing data obtained from various in-depth interview results, while technical triangulation is carried out by checking the consistency of interview results, observations, and documentation studies. (Anggreini et al., 2024)

RESULT AND DISCUSSIONS

Result

Program management in non-formal education institutions ensures the effectiveness and sustainability of the program, as well as to achieve the goal of effectiveness is defined as the achievement of results in accordance with the results and findings. This research will be seen from the process of planning, implementation, evaluation and supervision, as well as obstacles and supporting and inhibiting factors in the implementation of non-formal education in improving the quality of student services at AV Bimbel Samarinda. The program management process at each stage can be described as follows:

Planning

Program planning at AV Bimbel Samarinda is carried out in a participatory manner by involving the head of the institution and tutors. Mrs. Emil as the Head of the Institute explained that the planning process begins with identifying the needs of students through the introduction of their characteristics, abilities, and learning styles. This is done through direct observation and informal conversations before and after learning. As conveyed by Mrs. Emil as follows:

"Before compiling the program, we always try to understand the needs of the participants by recognizing their characteristics, abilities, and learning styles. Usually we take time to talk so that participants are more open to expressing their difficulties."

Students also assessed that the program prepared was in accordance with their needs. One of the students said:

"I was interested in participating in this tutoring because I saw that my cousin understood the material more easily after studying here, so I wanted to give it a try."

This shows that program planning has succeeded in adapting to the real needs of students. In the preparation of the program, all parties are actively involved, including the head of the institution and tutors. Emil Mother stated:

"In the process of planning the program, we were all involved, from me to the two tutors who were accompanying us." This statement was corroborated by tutor Anisa who added, "We are always actively involved in every stage of learning preparation, from planning to evaluation."

In addition to identifying needs, planning also includes curriculum adjustments. According to Mrs. Emil, the curriculum used is adjusted to national education policies and the needs of students in formal schools. He said:

"The curriculum we use follows the curriculum that applies in Indonesia. Because students come from different schools, we adjust both to the Independent Curriculum and other curricula."

The following are the results of my observations as well as documentation studies on activities related to textbooks that will be used by students in accordance with the biligual curriculum which combines the national curriculum from the Ministry of Education with the Cambridge curriculum can be seen in the following image:



Figure 2. Student Package Book

The results of the observation show that the teaching materials used combine the curriculum of the Ministry of Education with the Cambridge curriculum, as seen in the documents and textbooks used by students. Another aspect that is planned is the recruitment and placement of tutors. Mrs. Emil said that tutors were chosen based on academic achievements and abilities, her statement was conveyed as follows:

"The tutors we recruited were outstanding students and had above-average intelligence. I want to make sure that the tutors at AV Bimbel are really qualified and according to the needs of the program."

Recruitment was carried out through direct observation of prospective tutors, some of whom were children and colleagues of Mrs. Emil herself. Planning also includes the provision of facilities and infrastructure that support learning activities. Mrs. Emil said,

"We provide desks, chairs, whiteboards, and air conditioning to create a comfortable learning space." This was justified by one of the students who said, "The facilities are complete, ranging from tables, chairs, whiteboards, to air conditioning."

In terms of learning materials, tutors adjust the content of the lessons to the needs of students and the formal school curriculum. Andrea as a tutor said:

"The material we provide is tailored to the needs of students and the material to be studied at school. But sometimes there are obstacles such as the material at school not matching the package book, so I have to learn it first from notes or videos before teaching it to students."

The results of observations, interviews and documentation studies with the heads of AV Bimbel and Tutor institutions show that the planning process is carried out through regular meetings between the head of the institution, tutors, and parents. In the meeting, the learning schedule, achievement targets, and the need for teaching tools were discussed. The teaching materials are arranged based on the curriculum of the Ministry of Education and Cambridge, accompanied by a list of needs such as whiteboards and student worksheets. Tutors play an active role in designing learning strategies and providing input to adapt methods and schedules to participants' activities in formal schools. Thus, the planning process at AV Bimbel includes identifying learning needs, adjusting the curriculum, recruiting tutors, providing facilities, and preparing learning materials and schedules. All of these steps are carried out systematically and participatorily, so as to support the creation of learning activities that are effective, relevant, and adaptive to the needs of students.

Implementation

The implementation of the program at AV Bimbel Samarinda shows the implementation of management functions that run effectively through structured but flexible learning activities according to the characteristics of students. This implementation stage is the implementation of the planning that has been prepared with the head of the institution and tutors. Based on the results of the interview with Mrs. Emil as the head of the institution, the learning method used includes lectures, discussions, and questions and answers, with adjustments to the level of students' abilities. Mrs. Emil said:

"The learning methods we use include lectures, discussions, and questions and answers. I always try to apply techniques that are easy for children to understand by encouraging them to use logic thinking."

The following are the results of my observations or observations as well as documentation studies on activities related to the results of learning activities in the classroom can be seen in the following image:



Figure 3. Learning Process in the classroom

This approach aims to foster active participation of students and develop critical thinking skills. Based on the results of the researcher's observations, the learning atmosphere was conducive, with intensive two-way interaction between tutors and students. Tutors play the role not only of teachers, but also of emotional companions, which help to keep learners motivated to learn. The class structure is arranged in small groups of four members, consisting of students of different grade levels (grades 1–4 of elementary school). This condition requires tutors to apply a multigrade teaching approach, which is a learning strategy that adjusts methods and materials to the diversity of students' ability levels. Delivered directly by Anisa as the tutor of AV Bimbel as follows:

"We divide classes by level so that learning is easier to adjust in a class usually consisting of 4 children, with different ages of children. Some consist of classes 1, 2, 3 and 4 so that in 1 class there can be several different subjects and levels." That is why

The following are the results of my observations and documentation studies on activities related to learning activities of lecture methods, discussions and questions and answers can be seen in the following image:



Figure 4. The application of lecture, discussion, and question and answer methods in learning activities at AV Bimbel Samarinda.



Figure 5. Improvement of students' academic achievement after participating in the guidance program at AV Bimbel Samarinda.

In addition to face-to-face methods, tutors use digital media such as online learning videos to repeat difficult material. This effort helps students recall concepts that have been taught before. Tutor Andrea explain:

"If the material doesn't match the package book, I look for other references such as videos on YouTube so that I can understand and explain them appropriately to the learners."

Learning activities also emphasize the aspect of interpersonal communication between tutors and learners. Based on observations in the field, the relationship is warm and personal, as the statement was conveyed directly by Atika as a student as follows:

"We often tell stories and sometimes also confide in each other. Mrs. Emil also often gives advice, for example reminding us not to be arrogant when we already understand or feel that we have been able to get the subject matter."

This approach shows the application of andragogic and humanistic principles in tutoring, where psychological comfort is the main factor in learning success. Intensive communication is also carried out with parents to ensure integration between activities in formal schools and tutoring.

Based on the results of interviews and documentation studies with the head of the institution, the two tutors and the students, it can be concluded that the implementation of the program at AV Bimbel Samarinda reflects the implementation of an effective non-formal education management function as seen from the management of flexible learning schedules, the use of participatory learning methods, and continuous monitoring of student development. The implementation of this program has succeeded in creating **a fun, adaptive, and student-centered learning atmosphere, which is a characteristic of non-formal educational institutions that are responsive to individual learning needs.**

Program Evaluation and Supervision

The evaluation and supervision stage of the program at AV Bimbel Samarinda is carried out continuously to monitor the development of students and the effectiveness of tutor performance. Evaluation is carried out through observation of learning outcomes, changes in attitudes, and the level of satisfaction of students and parents. Based on the results of an interview with the head of the institution, Mrs. Emil, evaluation is an important part of the program management process. Mrs. Emil as the Head of the AV Bimbel Institute said that:

"We carry out this form of evaluation by looking at the development of each student, starting from their ability to do the questions after each chapter of the material. In addition, we also compare their development from the beginning of joining to several meetings."

The statement shows that the institution implements formative and summative evaluations that focus on learning processes and outcomes. In addition to the head of the institution, parental involvement is also part of the evaluation mechanism as conveyed by one of the parents of students who stated:

"As parents, we are always involved in the student learning process, especially in various programs at AV Bimbel. We work closely with the head of the institution and the tutors there."

Parental involvement strengthens three-way communication between institutions, tutors, and families who play an important role in monitoring children's development. Evaluations are also carried out periodically by tutors through monitoring of grades and reflection on learning. Tutor Andrea states:

"We display students' understanding and their grades on a regular basis. In addition, we always ask if they are ready to understand the material that will be studied next week."

In addition to assessing student learning outcomes, the head of the institution also conducts internal supervision of the tutor's performance to ensure the effectiveness of learning. In her interview, Mrs. Emil said:

"I always get together regularly. If the tutor can't handle it, I'm ready to step in directly to help them."

This shows that supervision is carried out systematically as part of efforts to maintain the quality of learning implementation. The evaluation process shows that students rate the tutor's way of teaching fun and easy to understand. As conveyed by one of the students,

"The material is fun and easy to understand. If we don't understand, Mom always patiently repeats the explanation without ever getting bored."

The results of the evaluation are used as a basis for program improvement and improvement of teaching quality. Mrs. Emil explained,

"We use the results of the evaluation to improve the learning program so that it is easier for students to understand."

In line with this statement, Tutor Anisa said that:

"We improved the learning process by explaining the material in more detail and receiving input from Mrs. Emil and the students."

Evaluation is also carried out by reviewing the scores of students in formal schools. Mrs. Emil conveyed her statement as follows:

"We look at the results of students' grades in school to see if they have understood the material being studied."

Furthermore, related to students, providing feedback in the form of learning score results and report cards submitted by Mrs. Emil as the head of the institution, namely:

"Yes, the students have given quite satisfactory scores, above the KKM. I always tell parents not to force their children to achieve a score of 100. The most important thing is that if it is above the KKM, we should be very grateful."

The following are the results of my observations or observations as well as documentation studies on activities related to the results of the test and the results of the students' report cards can be seen in the following image:

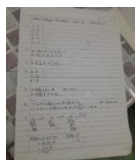


Figure 6. Student Exam Results



Figure 7. Student Report Card Results

However, there are challenges such as low learning motivation for some students and excessive parental involvement. Tutor Andrea states:

"Many children take lessons because of parental encouragement, not their own desires. In addition, parents often participate in determining what we should teach."

Based on the results of observational interviews and documentation studies on the heads of institutions, tutors, parents and students, it shows that the evaluation and supervision of the program at AV Bimbel Samarinda includes three main aspects, namely the evaluation of student learning outcomes, the satisfaction of students and parents, and the performance of tutors. These three aspects are implemented systematically and become the basis for decision-making to improve the quality of learning. Documentation of grades and parental feedback serves as an important consideration for institutions in formulating policies for continuous improvement to increase the effectiveness of tutoring programs.

Supporting and Inhibiting Factors

Factors that support the smooth running of the Samarinda Bimbel AV program include the support of students' parents, the availability of adequate learning facilities, and support from the surrounding community. Mrs. Emil as the Head of the Institute said:

"With support from the community, especially the parents of students."

Support from parents plays a very important role in the success of the learning process because they actively motivate their children to participate in regular tutoring activities. The facilities available at AV Bimbel are quite complete and support the comfort of learning, including tables, chairs, whiteboards, and air conditioners. Delivered by Mrs. Emil as follows:

"We always prioritize the comfort of students. If anyone prefers lesehan, go ahead. For children with special needs, we provide a smaller space so that they don't move around too much and focus more on learning."

The following results of my observations as well as documentation studies on activities related to existing facilities and the use of learning spaces can be seen in the following image:



Figure 8. Whiteboard and Air Conditioning Facilities



Figure 9. Use of Learning Spaces

The institution also adjusts the spatial layout so that learning activities take place comfortably and do not cause boredom for students. In addition to support from parents, the surrounding community also plays a positive role in the existence of this institution. Emil Mother who stated:

"The community around here is very supportive of the existence of our institution. When it was first opened, many of their children were immediately enthusiastic about joining AV Bimbel."

Based on the observation results, the learning room at AV Bimbel is neatly arranged and clean, with sufficient lighting and flexible seating arrangements. Researchers also found that there is a harmonious relationship between tutors, students, and parents, characterized by communication that is established both before and after learning.

The obstacles faced by institutions are related to differences in character and learning motivation between students. This was expressed by Mrs. Emil:

"The challenges we face are usually such as differences in character between students, some still have difficulty understanding the subject matter, sometimes lack enthusiasm, and even become lazy to study."

In overcoming this, the institution applies a personal approach by paying attention to the emotional aspects of students. Emil added:

"I usually start by improving the child's mood first. The trick is that I listen to their complaints patiently until they feel relieved, then it is easier for them to return to learning with enthusiasm."

Based on the results of interviews, observations, and documentation studies with the head of the AV Bimbel institution, it can be concluded that the main supporting factors in the implementation of the AV Bimbel Samarinda program include parental and community support, adequate learning facilities, and a comfortable and flexible learning atmosphere. Meanwhile, the obstacles that arise are more related to the variety of character and learning motivation of students. However, these barriers can be overcome through good communication, an empathetic approach, and adjustments to learning strategies by tutors. These factors as a whole show that the success of the AV Bimbel program relies heavily on the synergy between environmental support, institutional management, and learning strategies that are responsive to the needs of students.

Discussion

AV Bimbel is one of the tutoring institutions in Samarinda City which was founded in 2016 by Mrs. Emil, a former teacher at a private school. The decision to establish this institution began with the encouragement of parents of students who hoped for a support forum outside formal schools to help children understand the subject matter better. Armed with teaching experience and professional competence, Mrs. Emil then pioneered and managed AV Bimbel as a non-formal educational institution oriented towards improving the learning quality of students.

This institution has a clear vision, mission, and goals as the basis for implementing the program. The vision serves as the direction of the institution's development, the mission is described in operational steps, while the main goal is to help students improve academic understanding, prepare for exams, and develop their potential. The organizational structure of AV Bimbel consists of the Head of the Institution, namely Mrs. Emil, and two tutors who are his children and colleagues.

The learning program at AV Bimbel serves children aged 4 years to junior high school. For the elementary level, all subjects are taught with an emphasis on Mathematics and English, while for junior high school focus on both subjects. Early childhood and kindergarten children receive *calistung* guidance services (reading, writing, and arithmetic), including for children with special needs (ABK). Learning is carried out in groups with a total of 2-4 students per group.

The duration of learning is adjusted to the level of education: 1 hour for the *calistung* group and grades 1-3 of elementary school, and 1 hour and 30 minutes for grades 4 of elementary school to 3 junior high schools. Learning activities start at 13.00-15.00 for the elementary level and at 15.00-18.00 for the junior high school level, adjusting the school schedule and the needs of students. Some groups also get extra time based on agreements with parents. The learning facilities at AV Bimbel are adequate, including tables, chairs, whiteboards, and air conditioning (AC) to create a

comfortable and conducive learning atmosphere. Based on the findings found in the field with theory, it can be described as follows:

Program Planning

The process of identifying Students are carried out before the preparation of the learning program by paying attention to their characteristics, abilities, and learning styles. The development of structured learning through the stages of student needs analysis, goal preparation, determination of materials, methods, media, and evaluation can create quality and effective learning (Ashri et al., 2024). The identification can be done through several stages, including observation of students' behavior, mapping of their initial knowledge, and direct interaction before and after learning. This interaction can be in the form of informal conversations or the outpouring of students' hearts (confides) to the tutor, which is also a source of information. The motivation for students' participation in this tutoring program is motivated by the influence of the immediate social environment, especially the positive experiences experienced by family members. This then became the main consideration in deciding to participate in the tutoring program.

The involvement of tutors in the preparation of learning plans is carried out thoroughly. The active participation of tutors in each of these stages is intended to ensure that the learning process can run according to the objectives, relevant to the needs of students, and able to generate feedback. Communication between the head of the institution and the tutor takes place intensively to ensure the continuity of the learning material. Regular coordination meetings are held every month for evaluation and planning of activities (Yasin et al., 2024). Public schools generally have implemented the Independent Curriculum, while private schools have used the Independent Curriculum and some are still implementing the previous curriculum. By understanding the curriculum according to needs, there are several aspects that need to be considered, such as how the head of the institution presents learning materials visually and pays attention to learning facilities and methods (Marhamah & Zikriati, 2024). Adjustments to the curriculum and materials are made to suit the needs of students and are in harmony with the learning process in formal schools, so as to create continuity and consistency in achieving learning goals. However, the implementation of curriculum changes requires careful planning and careful management to minimize negative impacts on the quality of education (Lukmariadi & Zubaidah, 2024).

In planning, there are several things that must be considered, such as good planning, ensuring that the existing facilities are in accordance with the needs, as well as learning objectives so that the learning process can run effectively and efficiently (Surbakti, Hani & Handayani, 2021). The availability of facilities in a learning program is one of the important factors that support the smooth teaching and learning process. In general, the facilities provided at AV Bimbel can be said to be adequate, including tables, chairs, whiteboards, and air conditioning (AC) that function to create a comfortable and conducive learning atmosphere. The fulfillment of these facilities reflects attention to the aspect of physical facilities as a support for the achievement of learning effectiveness. This supports the view (Milah et al., 2024) that the availability of facilities and infrastructure that suit the needs of students is an important factor in the success of the learning process. The tutor aligns the learning material with the material given in formal school, both for the activities to be studied the next day and for the material planned for the following week. One of the obstacles that often arise in learning planning is when there is material that is not fully in accordance with the package book. In these conditions, teachers need to deepen the material through various sources, such as notes and digital learning media, including YouTube.

Program Implementation

Some studies show that success Learning in non-formal educational institutions is highly dependent on factors such as flexibility in teaching, evaluation methods used, and the ability of tutors to deliver material (Arbiah et al., 2025). The learning methods applied in the institution include lectures, discussions, and questions and answers. The combination of methods is chosen to adjust to the characteristics of students and the learning goals to be achieved. In addition, the learning model is designed to be easier for students to understand, with an emphasis on the application of logic thinking. This strategy allows students not only to receive information passively, but also to develop critical and analytical thinking skills, so that their understanding of the learning material becomes more deep. In addition, direct communication with students is also part of the daily evaluation (Chandra, 2023). The management of participants during the activity was carried out by paying attention to the state of the class which consisted of a small number, namely about four people for each study group. However, the composition of students in one class is often diverse, both in terms of age and level of

education, starting from grades 1, 2, 3, to grade 4 in elementary school. This situation requires teachers to be able to handle learning that covers more than one subject at a time.

The strategies used to overcome limitations in the implementation of learning are carried out through the repetition of material that has not been studied for a long time. This effort is carried out by utilizing previously made notes and accessing additional learning resources through digital media, such as learning videos on YouTube. This approach not only helps students recall the concepts that have been learned, but is also in line with the principles of learning. Through a more personalized and flexible approach, tutoring can accommodate a variety of students' learning styles and speeds (Saefiana et al., 2022). This warm and accepting communication pattern encourages the creation of positive interpersonal relationships, so that students feel comfortable, dedicated, and do not hesitate to ask questions or express opinions related to learning materials. This is that tutoring is not only a place to improve academic achievement but can also improve good character (Fitriyatus Sholichah et al., 2025). The learning atmosphere created in the classroom can be carried out very well, because the learning process takes place without any pressure that can hinder the motivation and comfort of students. This is shown through the efforts of teachers, in this case Mrs. Emil, who always create comfortable, relaxed, and supportive classroom conditions to support the achievement of learning goals.

Program Evaluation and Supervision

The form of the evaluation program as a whole is carried out through a continuous approach that focuses on the development of students' competencies. This evaluation is carried out by combining the ability of students to work on the questions given at the end of each chapter of the material as a formative assessment instrument. Evaluation serves as an indicator to assess student progress, the effectiveness of the learning process, and the success of the curriculum implemented. Through this evaluation, it can be identified whether the quality of education has increased or decreased, as well as areas that need improvement (Phafiandita et al., 2022). Through this mechanism, educators can get an overview of the level of understanding, mastery of concepts, and students' thinking skills of the material that has been delivered. In addition, the evaluation also includes longitudinal assessment, namely by comparing the development of students' abilities from the beginning of their participation in the tutoring program to several subsequent meetings. This method provides an opportunity to improve problems and progress in the learning process experienced, so that the assessment results can be used as a reference to design a more targeted and flexible learning strategy.

The involvement of parents of students in the child's learning process is a form of active participation that is consistently carried out, especially in programs organized by AV Bimbel. This involvement is not only interpreted as passive support, but is further understood as a collaborative effort that is directly established with the head of the institution and the tutors. Thus, parents do not just play the role of external parties, but become an integral part of creating a conducive learning ecosystem. This participation also shows the synergy between formal and non-formal educational institutions and families, which in the perspective of Bronfenbrenner's educational ecological theory can be understood as a positive interaction between the micro environment (family) and the meso environment (educational institutions). Through this mechanism, the learning process of students is believed to be more directed, effective, and sustainable, because each party involved has a complementary role in supporting children's academic and non-academic development. In a managerial context, the principal is fully responsible for the implementation of education and the progress of the institution he leads. (Syafah Marwah Pohan et al., 2022). This involvement includes the head of the institution as the main person in charge who functions to direct policies and ensure the achievement of programs in accordance with the goals that have been set. In addition, tutors act as facilitators as well as implementers of evaluations that directly incorporate the development of students' academic abilities through daily teaching and learning activities.

Evaluation of student learning outcomes is carried out through a series of systematic and continuous processes. One form of evaluation is carried out by integrating students' understanding directly during the learning process and through the results obtained in periodic assessments. This assessment consists of two components: non-cognitive to understand family conditions, learning styles, and characteristics of students, and cognitive to find out initial abilities in certain subject topics (Adek Cerah Kurnia Azis & Siti Khodijah Lubis, 2023). This monitoring aims to identify the extent to which students are able to master the material, as well as detect the difficulties they face. In addition, tutors also actively confirm through reflection questions, for example by asking students if they have really understood the material being studied today as well as their readiness to study the material at the next meeting. In practice, Mrs. Emil as a tutor also shows a significant role, especially when students have difficulty understanding the material. He patiently gave additional explanations so that students could really understand. In practice, he does not only play the role of the head of the institution, but also as an educator and emotional companion for children. This approach has been shown to be effective in increasing learning motivation and creating a positive learning environment (Rizqiana & Suriansyah, 2025).

The head of the institution consistently carries out regular coordination with the tutors as a form of implementation of the managerial function in ensuring that the entire learning process runs according to the plan that has been prepared. An effective teacher's communication style includes six types: friendly, concise, attentive, lively and animative, relaxed, and dramatic, which are intertwined in helping students master the lesson optimally (Sawir et al., 2023). The communicative style of delivering material and the use of simple and clear language make students feel easier to understand the concepts being taught. In addition, teachers also show patience and responsiveness to students' learning needs, especially when there is material that is difficult to understand. In such situations, teaching consistently and without feeling boredom is willing to repeat the explanation until students really understand the material. The individualized approach applied in tutoring allows for the identification and handling of learning difficulties in a more specific and targeted manner (Naldi et al., 2023).

The learning strategies applied are adjusted to the ability of students, namely by inviting them to be actively involved in discussions about material that is not fully understood. Through discussion, educators can identify students' learning difficulties while providing more contextual explanations. In practice, educators usually use concrete examples and simplification of concepts to make the material easier for students to understand. Improvement of the learning process is carried out based on the results of evaluations carried out through reflective and adaptive strategies to increase the effectiveness of achieving educational goals. One of the steps taken is to deliver the material in more detail and structure, so that students can understand the concepts gradually and deeply. Misconceptions occur due to mismatches between the presentation of concepts by teachers and the processing of concepts by students, which are major obstacles to effective learning (Rohmah et al., 2023). This assessment process focuses on the accuracy of students' answers to the questions or exercises that have been submitted. If all the answers given are correct, then it is seen as an indicator that students have understood the material taught well. On the other hand, if there is a wrong answer, it is a sign that the student is still experiencing. This form of assessment is in line with the principle of formative evaluation, where the assessment results not only function as a measuring tool for achievement, but also as direct feedback for students and tutors to improve the next learning strategy.

The concrete form of the feedback is manifested in the achievement of relatively satisfactory scores, namely above the Minimum Completeness Criteria (KKM) that have been set by the institution. The results of these achievements are an indicator that students are able to understand the material adequately and show the effectiveness of the learning strategies used. In this case, educators also play an active role in conveying information to parents about children's learning outcomes as a form of transparency and two-way communication between institutions and families. No less important, parents are also involved as supporting partners who provide supervision, motivation, and feedback on children's learning development at home. In early childhood education, collaboration is realized through teaching and learning programs, parenting sessions, school activities, and child evaluation processes, which benefit teachers, parents, and students by enabling proper learning planning and improved academic outcomes (Fauziah, 2024).

Supporting and Inhibiting Factors

One of the factors that supports the smooth implementation of this tutoring program is the consistent support from the parents of students. Meanwhile, the community plays a role in creating a social climate that is conducive to the growth and development of students, for example through appreciative attitudes, support for non-formal education activities, and involvement in collaborative activities organized by institutions. The support is not only material, such as the provision of adequate facilities and infrastructure, but also includes moral and emotional aspects, for example through the provision of motivation, attention, and assistance in the learning process of children at home. More than that, the provision of facilities is also adjusted to the preferences of students, for example the option to learn by leasehan, which provides a sense of comfort and increases comfort in participating in learning activities. This supports the view (Milah et al., 2024) that the availability of facilities and infrastructure that suit the needs of students is an important factor in the success of the learning process. Support from the surrounding environment, especially parents and the community, has a very significant role in supporting the smooth implementation of learning programs. The role of parents is not only limited to material aspects, such as the provision of learning facilities and financing, but also includes moral support through the provision of motivation, attention, and assistance in learning at home.

Obstacles or challenges that are often faced in the implementation of learning programs are generally related to internal factors of students and the dynamics of the learning process itself. One of the main obstacles is the difference in the characteristics of students, both in terms of cognitive abilities, learning experience backgrounds, and different learning styles. The importance of understanding the individual characteristics of different learners in cognitive, affective, psychomotor, and social aspects to design differentiated learning that can increase engagement and motivation (Francis Ganeza Sutomo & Mifda Rasida Quratul Aini, 2024). This difference requires a more varied and adaptive learning

strategy so that all students can have the same opportunity to understand the material. In addition, obstacles also arise from the limitations of some students in understanding learning, which results in the need for a lot of additional materials and explanations in more detail. Another challenge is the low motivation to learn in some students, which in some cases ends up being lazy or less enthusiastic in following the learning process. Students with above-average abilities, both intelligent and unintelligent, do not always have the optimal opportunity to develop. Internal and external factors also affect this condition (Sele et al., 2024). These findings are in line with (Vera Tri Astuti et al., 2024) which states that active parental involvement can increase students' motivation and learning achievement.

The solutions applied in dealing with learning obstacles are carried out with an approach oriented towards restoring the emotional state of students. In the implementation of learning, tutors apply an approach oriented to the affective aspect of students by prioritizing the formation of a positive emotional atmosphere before learning activities begin. This effort is carried out through empathic interpersonal interaction, namely by actively listening to every complaint and feelings of students until they reach a more stable emotional state and are ready to

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the management management program at AV Bimbel Samarinda has been running effectively with an emphasis on a personalized, flexible, and responsive approach to the needs of students. This effectiveness is reflected in the institution's ability to adjust learning strategies to individual characteristics of students, so that the learning process is not homogeneous but is able to accommodate differences in learning styles, academic backgrounds, and special needs of each student. Program planning is carried out in a participatory manner between the head of the institution and the tutor by adjusting the learning materials based on the actual needs of the participants and the formal school curriculum, but also on the actual needs of the students identified through the evaluation process and continuous communication. The selection of tutors is also through a selection process based on potential and teaching ability.

The implementation of the program shows that AV Bimbel prioritizes the comfort and ease of understanding of students through fun learning methods, a non-stressful classroom atmosphere, and the flexibility of time that adjusts participants' activities in formal schools. Supervision is carried out periodically by the head of the institution with informal evaluation through direct communication with participants and monitoring of academic scores. Program evaluations are carried out involving parents, tutors, and students, which makes the evaluation process not only academic, but also reflects a familial approach in building learning progress. The main supporting factors for the success of AV Bimbel are intensive communication between the institution, tutors, and parents, as well as the comfort of learning facilities. Meanwhile, the limited facilities and the number of tutors are still a challenge in the management of the institution. Overall, AV Bimbel is able to demonstrate the management practices of non-formal education programs that are adaptive and relevant to the local context. This shows that with proper management and a humanistic approach, non-formal educational institutions can play a significant role in supporting academic success and character formation of students.

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