THE ROLE OF LEARNING FACILITATORS IN ORGANIZING LIFE SKILLS EDUCATION PROGRAMS AT SKB UNGARAN

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ABSTRACT

This study aims to describe the Role of learning facilitators in Organizing life skills education programs at SKB Ungaran and identify supporting and inhibiting factors in organizing programs. This research uses a descriptive qualitative approach, data was collected through structured interviews, participatory observation, and documentation was carried out with the head of SKB, two learning facilitators and two learning residents. The findings of study show that learning facilitators have four main roles, namely identifying community needs, program designers, program implementation (acting as informants, facilitators, and motivators), and evaluating program results. Supporting factors include adequate facilities and infrastructure, funding from local governments, and the enthusiasm of residents to learn. Meanwhile, inhibiting factors include limited learning competencies and high workloads. This study concludes that the success of the life skills education program at SKB Ungaran is greatly influenced by the professionalism of the learning facilitators, institutional support, and synergy between related parties. Recommendations include enhancing facilitator competency development and establishing systematic post-program assistance to improve program quality and sustainability.

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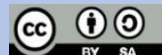
INTRODUCTIONS

Education serves as a fundamental pillar in human development, enabling individuals to acquire knowledge, insight, and practical skills applicable to daily life (Awaluddin, 2021). Through education a person can improve their quality of life. Education plays an active role in development which aims to create superior human resources, master science and technology to face challenges in the era of globalization that is developing increasingly rapidly (Ratnasari & Nugraheni, 2024). There are 3 educational paths, namely formal education, non-formal education and informal education. National Education System Law (UU Sisidiknas) No. 20 of 2003, article 26 paragraph 3 states that non-formal education is one of the educational pathways that functions as a substitute, supplement and complement formal education.

The implementation of non-formal education has a scope including life skills education (PKH), early childhood education (PAUD), equality education, education oriented to community empowerment and skills training (Hidayat, 2019). Non-formal education extends beyond multidisciplinary understanding to provide of science that is relevant to the needs of the community (Rahmat, 2018) Such as training which is a form of educational process that focuses on understanding, restructuring, and applying various areas of competence and expertise. The goal is to improve the soft skills and hard skills of participants, both through practice and theory, in a relatively short period of time (Noe, 2010).

Based on data released by the Central Statistics Agency (BPS) of Semarang Regency, the percentage of the population with an Open Unemployment Rate (TPT) in August 2024 was 3.73%, down 0.32% compared to the previous

year in August 2023 the percentage of the Open Unemployment Rate (TPT) was 4.05%. This data shows an improvement in employment conditions in the Semarang Regency area, which at the same time reflects an increase in labor absorption. Despite the decline in the unemployment rate, there are still many people of working age who have not yet found a decent job. Therefore, there is a need for the development and mastery of soft skills that are in accordance with the needs of the community (BPS Kab. Semarang, 2024)

Following up on efforts to develop quality education in Indonesia, the Ungaran Learning Activity Studio (SKB) as a non-formal education unit takes part and takes a strategic role oriented towards leadership and community education so that productive, innovative and competitive human resources are realized. The Life Skills Education program at SKB Ungaran aims to equip learners with practical skills necessary for fulfilling their life roles effectively. To reduce unemployment, the government implements various strategic programs, including life skills education at SKB Ungaran. The aim provides practical skills and functional abilities, improving economic and social capacity in the community. SKB Ungaran offers a range of life skills education programs, including life skills education cooking *(Tata boga)*, sewing *(Tata busana)*, gift wrapping *(Hantaran)* and hair styling *(kecantikan rambut)*.

Life skills education is a strategic effort that must be made in preparing individuals to be able to face various life challenges in an adaptive and innovative manner. Life skills education is not only limited to the realm of work skills, but also to foster personal, social and daily life activities. According to (Raharjo, 2024) life skills education also functions as the main foundation to form independence, discipline, and individual character to contribute fully to society.

The quality of educators is also a determining factor in success and quality of education, including life skills education. Professional and competent education personnel can manage learning activities effectively, create a conducive atmosphere, and adjust the material to the needs of students (Prasertcharoensuk et al., 2015). One of the educators in non-formal education units is a learning teacher, a learning teacher has a central role in learning, namely as an informer, facilitator, motivator and evaluator (Sudjana, 2001). Learning facilitators are often referred to as facilitators in non-formal education, namely as facilitators and learning resources, as well as companions in learning activities and have the responsibility to guide, accompany, and ensure the continuity and effectiveness of learning.

As stated in the Decree of the Minister of Education, Culture, Research, and Technology (Kepmendikbudristek) Number 234/O/2024 concerning guidelines for the formation of functional positions and the scope of learning teachers, that learning teachers are State Civil Apparatus who are given the task, authority and responsibility to identify learning needs, design community learning programs, implement and facilitate learning, evaluate learning programs and assist post-learning residents program. Learning facilitators as teachers, educators and supervisors, are required to carry out various roles that reflect behavioral patterns in accordance with expectations in their interactions. This role is clearly reflected in the teaching and learning interaction activities which can be seen as central to the duties and responsibilities of the learner (Chahal & Bhat, 2024).

According to (McGregor et al., 2014) the role of learning facilitators in community education is very important in connecting participants with local resources. They help identify community needs and develop relevant programs and increase community participation in learning activities and skills development. The strategic position of learning teachers is the spearhead and front line in the implementation and implementation of non-formal education programs in the community. Research conducted by Banoet, (2023) "The Role of Learning Facilitators in Organizing Cultural Arts Learning in the Package C Program at PKBM Finoriken Kupang City" shows that learning facilitators have a role in identifying needs, preparing learning plans, carrying out the learning process, and conducting evaluations. In addition, learning teachers also function directly in fostering students' interest so that they are encouraged to participate in learning activities. In its implementation, learning facilitators can formulate instructional goals or learning objectives appropriately so that learning activities take place effectively.

Research conducted by Wahyuni, (2021) with the title "The Role of Learning Facilitators: A Naturalistic Study of Learning Teachers in Implementing Non-Formal Education Program Services" shows that the implementation of Non-Formal Education (PNF) program services by learning teachers is reflected in their existence in carrying out their main duties and institutional functions. This is realized through the role of learning teachers as educators in teaching and learning activities, as well as program evaluators and learning model developers.

Research conducted by Sulistiawati et al., (2024) with the title "The Role of Instructors in Improving Life Skills Through Rattan Craft Making Training for Students at the Samarinda Cooperative Training UPTD" shows that instructors play the role of informants, facilitators, motivators and evaluators. In addition, there are supporting factors, namely, the competence of nationally certified instructors and the availability of adequate infrastructure so that the training runs smoothly and has an impact on improving the skills of learning residents and even encourages some participants to open independent businesses.

Research conducted by Miska, (2022) with the title "The Role of Learning Facilitators in the Implementation of Learning in Equality Education in the Non-Formal Education Unit (SPNF) of the Biringkanaya Learning Activity Studio

(SKB) of Makassar City" shows that the role of learning facilitators in the implementation of programs in equality education is divided into 9 roles, where the role of leaders is the role of leaders as informers, organizers, motivators, directors, innovators, disseminators, facilitators, mediators and evaluators.

Previous studies have generally discussed the role of learning facilitators organizing learning in equivalent education. However, specific discussions about the role of learning facilitators in life skills education programs at Sanggar Kegiatan Belajar (SKB) are still limited. This study aims to contribute new scientific insgihts and fill the gap in study.

Based on the background described, this study focuses on 1) the role of learning facilitators in organizing Life Skills Education Program at SPNF SKB Ungaran. 2) Supporting and Inhibiting Factors experienced by learning facilitators in organizing life skills education programs. The purpose of the research is to describe the role of learning facilitators in organizing life skills education programs and describe what are the supporting and inhibiting factors in organizing life skills education programs.

METHOD

This study uses a descriptive qualitative approach, because it focuses on specific phenomena, understand the meaning, interaction and understand The Role of Learning Facilitators in Organizing Life Skills Education Programs at SKB Ungaran (Creswell & Poth, 2016). The study was conducted at SKB Ungaran for one month. Selection of ths location was carried out purposively considering that SKB Ungaran is active in implementation of life skills education programs. Subjects in study are the head SKB, two learning facilitators who are actively in the implementation of life skills education programs and two learning residents.

Selection of informants through purposive sampling is based on active implementing in life skills education programs (PKH) and the success of learning residents in implementing the life skills acquired thourgh opening of bussinesse. Learning facilitators as key informants because they play a key role in organizing programs. Head SKB functions as a supporting informant to validate the performance of learning facilitators and two learning residents were chosen as additional informants because the directly felt impact of the role learning facilitators.

Data collection used through, 1) structured interviews with head SKB, learning facilitators and learning residents. 2) participatory observation, observation is carried out by following the process of implementing life skills education program. 3) documentation study, includes photos of activities, program designer and program reports.

Data analysis was carried interactively using a model Miles & Huberman, (2014). Which included four stages, 1) Data collection, using interview transcripts and field notes. 2) Data condensation, process of combining data, organizing data from observations, documentation and ind-depth interviews with informants to remain relevant and focused on research objectives. 3) Data display, by categorizing the data has been condensed, then arranged in the form of a narrative with aim of understanding relationships, patterns and facilitating interpretation. 4) Verification, linking findings by integrating results of interviews informant.

Data validity technique, this study uses source triangulation and triangulation techniques to compare the results of interviews from informants, observations and documentation results (Sugiyono, 2009). Source triangulation is used to check and compare the results of interviews from various informants. Triangulation Technique is used to conduct comparisons from interviews, observation results and documentation. Research ethics were fulfilled by the researcher through obtaining consent from informants prior the data collection process. To maintain confidentiality of informants identities, the research documents. Data obtained was used solely for academic and scientific purposes.

RESULT AND DISCUSSIONS

Based on the results of the research conducted by the researcher through interviews with the Head of SKB, learning Facilitators and learning residents as well as participatory observation and document studies. The results of this study show that the role of learning facilitators in organizing life skills education programs at SKB Ungaran has 4 main roles, namely as follows:

Role as Need Identification

Learning facilitators at SKB Ungaran play an active role in identifying community needs. Each month, learning facilitators go into the community to conduct and analyze needs using various methods and strategies to obtain accurate identification results. This is done through community socialization and coordination with the targeted sub-districts and villages to facilitate the learning facilitators in analyzing needs integrated with the appropriate resource potential in their environment.

Role as program Planning

After identifying community needs, learning facilitators play a role in developing and designing life skills education programs in accordance with the findings of the needs assessment. The program design carried out by the learning facilitators includes determining and setting the learning schedule, compiling life skills education materials and lesson plans, and determining competent instructors or presenters in their respective fields. The determination of instructors or presenters is based on their expertise, both as academics and practitioners.

Role as Program Implementer

As the implementer of the life skills education program, the learning facilitators are the spearhead in the implementation of learning. The learning facilitators play the role of the program implemented by ensuring that life skills education programs run in accordance with the schedule, materials, infrastructure facilities and budget suitability that has been determined. In addition to the above role, this is in line with the theory (Sudjana, 2001), which states that learners are actively involved in the learning process who act as informants, facilitators and motivators.

Informant, whose role is to convey information about including the delivery of materials and benefits. This delivery is done directly or indirectly through WhatsApp group communication.

Facilitators, learning facilitators play a role in providing infrastructure, tools and materials as well as facilitators in learning by guiding learning residents during activities.

Motivators, learning facilitators support all program activities by providing motivation, moral support, and instilling discipline in learning residents. To foster the enthusiasm and confidence of residents to learn while participating in activities.

Role as program evaluation

After completing the program implementation process, it was found that the learning facilitators performed an evaluation role. From the results of field research, the learning facilitators conducted evaluations in two stages, namely program outcome evaluation and overall program evaluation. The evaluation of learning outcomes was carried out by assessing the learning outcomes of the learners as well as their knowledge, attitudes, and skills during the activities. Then, SKB Ungaran gave certificates to the learners as a sign that they had completed the program. The certificates contained the scores they had obtained. Next, for the overall evaluation, the learning facilitators held a meeting with the leadership of SKB Ungaran to discuss and report on the program that had been implemented.

Supporting and Inhibiting Factors

In carrying out their duties and roles in organizing life skills education programs, learning facilitators are influenced by various supporting and inhibiting factors. The results of the interviews show that the supporting factors are as follows:

The availability of adequate infrastructure facilities to support life skills education programs.

There is local government support in the form of APBD funding.

The support of the head of SKB and other teams.

The enthusiasm of learners when participating in the program is quite high.

Meanwhile, the inhibiting factors in organizing the program are as follows,

Limited competence of learning facilitators in dealing with the latest dynamics and trends in society.

The number of tasks of learning facilitators causes limited time and energy.

The Role of Learning Facilitators in Organizing Life Skills Education Programs at SKB Ungaran

Life skills education has a central position in the modern era, especially as a means of improving people's competencies so that they can adapt and be economically and socially independent. SKB Ungaran as a non-formal education unit as the spearhead of the program implementation. The discussion in this study is that the role of learning facilitators in this program is very complex and has broad dimensions, including identification of needs, program design, implementation, and evaluation. This is in line with (Wahyuni, 2021), which reveals that the role of learning facilitators includes planning, implementing, and evaluating programs, which require a deep understanding of community needs. Each dimension of the role is colored by various supporting and inhibiting factors (Handrianto et al., 2021) this needs to be analyzed in depth so that the optimization of the role of learning facilitators can run effectively.

1. The Role of Learning Facilitators as Needs Identification

Identification of needs is the initial and fundamental stage in the implementation of non-formal education programs (Rahabav & Souisa, 2021). The learning facilitators at SKB Ungaran carry out this task and role by analyzing the needs and potential resources of the learning residents and their environment. This process was implemented through community outreach initiatives and coordination with local sub-district and village administrations and interviews of individuals or community groups. Through interviews with various community leaders, it allows students to learn to explore and explore the needs, interests and potentials of the community. So that the analysis of needs obtained is concrete

in accordance with the conditions of the community. These findings are in line with the research of Darmawan et al., (2021) that the identification of needs can be done by interactive communication with individuals in response to the request for programs that are appropriate to the community. This is done to get a positive impact or optimal results from the life skills education program that will be implemented.

Learning facilitators to integrate the results of the identification of needs by designing programs that are in accordance with local potential and business opportunities in the community. So that the program presented is appropriate and applicable to the condition's community (Magdalena et al., 2021). This continuous process of identifying needs is very important to ensure the sustainability and effectiveness of life skills education programs in accordance with the socio-economic developments that occur. This finding is in line with research (Wahyuni, 2021) which emphasizes that learners carry out their roles and functions as educators in non-formal education by identifying community needs by searching, finding, and analyzing data on community needs.

2.   The Role of Learning Facilitators as Program Planning

Based on the results of identifying community needs, learning facilitators play a role in designing structured and systematic programs (Pratama et al., 2024). The program design process begins with an annual work meeting involving all learning facilitators and related parties including external partners who are selected as speakers or instructors such as academics and practitioners. To discuss the mechanism of activities, materials, and implementation schedules. The selection of learning materials is adjusted to the needs that have been analyzed and developed in a systematic Learning Implementation Plan (RPP) from basic to advanced levels. The results of this study are in line with research (Banoet, 2023) which revealed that learning facilitators prepare lesson plans based on the curriculum and the results of identifying student needs. Integrating local needs is an important step in education, particularly to enrich the learning process and increase the relevance of education to local needs (Andini & Sirozi, 2024).

Learning Facilitators in program design play an important role in determining competent instructors, for example by involving lecturers from leading universities as academics and expert practitioners in their fields. Collaboration and networking between educators are essential strategies to encourage knowledge development, professional capacity development, and skill transfer to improve the quality and effectiveness of learning program implementation (Ihsan Dacholfany et al., 2023).

In addition, interviews with prospective learning residents were also conducted to capture commitments to participate in the program until it was completed. Learning commitment includes learning readiness means that participants are willing to follow the learning process to the end and supportive conditions do not have internal or external problems or obstacles that allow interference with involvement in the learning process (Mujahidin et al., 2020). Then, the implementation schedule is prepared according to the availability of budget and resources so that the program can run efficiently without reducing the quality of learning. Schedule is prepared to serve as a reference for effective learning in accordance with the established plan, so that there is no overlap or conflict with other materials (Adipratama et al., 2018). With a systematic schedule, the learning process can be efficient, coordinated, and supportive of the optimal achievement of programme objectives.

3.   The Role of Learning Facilitators as Program Implementers

The implementation of the PKH program at SKB Ungaran is carried out in an organized and scheduled manner. Supported by APBD funds and cooperation of related institutions such as AKS Ibu Kartini Semarang and Semarang State University (UNNES). The learning facilitators ensure the infrastructure, tools, materials, modules and consumption for the learning residents. In the implementation of learning facilitators plays the role of informant, facilitator and motivator. This is in line with the theory (Sudjana, 2001) which explains that learning teachers or educators in non-formal education in teaching play the role of informants, facilitators and motivators, to increase effectiveness and learning that is easy to understand by students. Facilitators assumed a central role during program implementation, particularly in 1) informant, which plays the role of conveying information to learning residents about planning, implementation, guidance, and materials. In delivering information, learning facilitators to integrate direct and indirect delivery methods through the WhatsApp group channel.

This explanation is in line with research (Sulistiawati et al., 2024) which explains that the role of instructors as information providers is to provide information related to rattan craft training, such as an introduction to tools and materials., 2) Facilitators, learning facilitators play a very dominant role during the implementation of activities, learning facilitators not only facilitate the provision of tools and materials but also provide intensive guidance and support to learning residents so that students learn to participate in activities well and a conducive manner. This finding is line with research (Shofwan et al., 2021) explaining the importance of helping residents learning them develop their skills. By integrating the appropriate methods, students can more easily follow and adapt to the learning process. Learning facilitators play an active role in providing guidance, direction and ensuring the availability of learning support facilities

so that learning programs are effective (Wahyuni, 2021). 3) Motivators, learning facilitators provide moral and emotional support well as motivation to residents learning to foster enthusiasm and discipline in participating in the program.

This explanation is in line with previous research (Miska, 2022) that learning facilitators to maintain positive interpersonal relationships with students through the provision of encouragement, emotional guidance, and ongoing moral support. Providing emotional support and motivation provided by learners is key to maintaining the enthusiasm of learners and instilling discipline in following the learning process (Beroh et al., 2024). The implementation of PKH at SKB Ungaran is carried out collaboratively and synergistically between learning facilitators and learning residents to enable each student to be motivated and active while participating in the learning process.

4.   Role as program evaluation

After the program was implemented, the learning facilitators did not simply finish their tasks, but continued with evaluation. The evaluation carried out by the learning facilitators included evaluation of learning outcomes and comprehensive evaluation of the program. The learning facilitators evaluated the learning outcomes of the learners by giving scores for their learning outcomes, which included assessment of the knowledge, attitudes, and skills acquired during the program. The explanation of these research results is in line with previous research (Miska, 2022), which states that learning facilitators evaluate the learning outcomes of learners, including their knowledge, functional skills, and the development of their attitudes and activeness during the process.

After assessing the learning outcomes, SKB Ungaran provides certificates to learners as a sign that they have completed and passed the PKH program. The awarding of certificates or graduation diplomas to learners who have participated in a series of learning processes is a form of recognition of learning outcomes by non-formal education units (Darmawan et al., 2024).   Next, evaluate the program learning facilitators held a meeting with the leadership of SKB Ungaran to discuss and follow up on the PKH program that had been completed. This was done in order to analyze the extent to which the learners participated in the life skills education program and the achievement of the program with the previously planned objectives (Syaputra & Shomedran, 2023).

The findings of this study indicate that joint evaluation forums with head SKB serve as spaces for reflection and strategic decision-making related to program sustainability. Dja'far, (2024), emphasizing that learning facilitators have a role in evaluating non-formal education programs through coordination forums with institutional leaders to find solutions to obstacles and design follow-up community education programs. The results of the overall program evaluation serve as a basis for improvement, formulation and development of sustainable programs.

The research findings indicate that there is a need to improve post-program assistance, as the learning outcomes of learners are highly dependent on the support provided by learning facilitators after the program has been completed. Effective assistance serves as a means of providing solutions to various challenges that arise when learners implement their competencies in real life. These evaluation results form the basis for learning facilitators to develop more effective programs tailored to the needs of learners. Program evaluation is not only a final stage, but also a foundation for designing program innovations, improving quality and ensuring the sustainability of life skills education programs in the future.

Supporting and Inhibiting Factors

The result study indicates the role of learning facilitators in organizing life skills education programs is greatly influenced by various supporting factors, including:

Availability of adequate facilities and infrastructure

The availability of educational facilities and infrastructure is a major factor in supporting success the role of learning facilitators at SKB Ungaran. The availability of adequate facilities and infrastructure will support the effectiveness in implementation of the PKH program. Facilities such as training room, practice materials, and teaching materials enable learning facilitators to carry out life skills learning activities optimally. The results of this finding are in line research (Wahyuni, 2021) that adequate facilities are one of the crucial components in supporting the implementation of non-formal education. Because it directly affects the efficiency of learning activities. Thus, complete facilities not only function as technical aids, but as a means of empowering learning residents so that they gain applicable and contextual learning experience according to their needs (Hartoyo et al., 2024).

Local government support through APBD funding

This funding is the foundation for the implementation of the program, including financing of infrastructure facilities, the needs of learning residents during the implementation of the PKH program. Funding stability and policy support by local governments allow non-formal education institutions to run non-formal education programs more effectively and sustainably (Hartoyo et al., 2024). Without financial support, it is difficult for non-formal education institutions to develop various non-formal education programs, especially community-based programs.

Support from the head of the SKB and the learning facilitators team

The synergy between the head of SKB and administration team is key to the success of life skills education program. The findings of the study stated that the Head of SKB contributed to the implementation of life skills education through the provision of infrastructure facilities and technical guidance to learning facilitators. Meanwhile, the administration team in the form of administrative support. Through the support of the head of SKB and institutions, learning facilitators easily to coordinate and manage and develop life skills education effectively. The support of the head SKB can influence and create an atmosphere of work, collaboration and effective communication. The role and leadership of the head SKB can form a practical strategy to strengthen communication, collaboration and participation of educators in decision-making and the development of effective learning (Nadeem, 2024).

Then, the inhibiting factors in organizing life skills education. Learning facilitators experience various obstacles in the implementation of the program that allow reducing the effectiveness of program implementation, which include:

Limited competence of learning facilitators

The limited competence of learning facilitators is one of the main obstacles that are often faced by learning facilitators when implementing non-formal education programs. The findings of the study show that the limited competence of learning facilitators is influenced by several factors which include, the limited time that learning facilitators have, due to the high workload of working hours. This allows learning facilitators to have difficulty developing themselves sustainably. In addition, complex changes in community needs require learning facilitators to be able to adapt responsively to new demands in the community learning process. In an era of social change and digital revolution, learning facilitators are required to be able to adapt to technological developments and learning innovations that are oriented toward community education.(Handrianto et al., 2021).

Workload of learning facilitators

Learning facilitators generally carry dynamic duties and roles in non-formal education. Research finding indicate that their workload extends beyond teachers or educators, encompassing a wide range of tasks such as developing non-formal education models, organizing non-formal education programs, and performing various managerial functions essential to sustaining non-formal education. These findings are consistent with Miska, (2022), who highlights that learning facilitators in SKB Ungaran face a heavy workload because they are required to manage divervse types of non-formal education, including equivalency education, training courses and community development model.

A high workload for learning facilitators can significantly impact their performance effectiveness (Supriyanto et al., 2022). Excessive workloads often leads to reduced focus, limited time, and fewer opportunities to developing and adapting their competencies in the era of globalization. Therefore, proportional workload management is crucial to ensure that learning facilitators have enough space to grow, remain competent, and adapt to the demands of 21st-century education (Mardhiyah et al., 2021).

CONCLUSION

This study demonstrates that learning facilitators perform four critical roles in organizing life skills education programs: needs identification, program design, implementation, and evaluation. At the needs identification stage, learning facilitators actively analyze community needs through coordination with local village and sub-district, ensuring that the programs designed in accordance with the needs and potencial of the community. At the program design stage, learning facilitators arrange a learning implementation plan (RPP), determine the schedules, and deciding competent instructors and speakers. At the implementation stage, learning facilitators act as informants, facilitators and motivators.

The research reveals that program success depends significantly on facilitators professionalism, adequate local government and institutional support and involvement of learning residents. While, the main obstacles include the limited competence of learning facilitators adapting with the dynamics of community needs, as well as high workload, which inflicting in reduced opportunities to develop self-professionality.

Theorical implications, proving this research strengthens and expands the application of the Sudjana theory, which is the basis for the role of learning facilitators in non-formal education in Indonesia. In addition to the implications of the Decree of the Minister of Education, Culture, Research, and Technology in 2024 (Kepmendikbudristek tahun 2024), which demonstrates that the mandate has been implemented in reality, although various challenges remain in life skills education. Practically, the findings expand understanding that the professionalism of learning facilitators must be developed not only in pedadodical aspects, but in the ability to adapt to social and economic changes that affect the learning needs of the community.

Study limitations include a scope to one non-formal education program, namely rhe life skills education programs at SKB Ungaran, small sample size and focus on one non-formal educational institution, which may affect generalizability. Future research should comparative studies to explore the role of learning facilitators in non-formal educational institutions using quantitative and mixed methods approaches to gain a more comprehensive understanding.

Recommendations for SKB Ungaran to improve the competency of learning facilitators through training program and national certification, developing structured post-program monitoring system to enhance program sustainability and impact.

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