Management of Formal, Non Formal and Informal Education

Adillah Naryawati[1*], Sulastri[2], Sentia Devi[3], Tahany Nabila Putri[4], Azizah Pratiwi[5], Tasya Mutia[6], Kesyha Ardian Fatika[7], Yasypi'l Pakhiri Caniago[8], Habib Rizki[9], Alfikri Pratama[10]

[1345678910] Departement of Educational Administration, Padang Satate University, Padang, Indonesia

[2] Departement of Educational Administration, Padang Satate University, Padang, Indonesia

A R T I C L E   I N F O

Corresponding Author:
Adillah Naryawati
Email: naryawatiadillah@gmail.com

A B S T R A C T

Education in Indonesia must continue to innovate in order to develop and meet the demands of the times. This innovation is not only focused on the curriculum and educational facilities, but also on the utilization of information technology to support learning. This study aims to examine the management of formal, non-formal, and informal education within the context of Indonesian education, as well as how the integration of these three types of education can enhance the overall quality of the education system. The method used in this research is a literature review, collecting and analyzing literature from various trusted sources. The findings indicate that formal education has a rigid and structured framework, while non-formal education is more flexible in its application, and informal education takes place naturally in daily life.

1. INTRODUCTION

In Indonesia, the education sector must continue to innovate in order to develop and progress. This innovation is not only limited to the curriculum and infrastructure, but also includes other aspects, such as the utilization of information technology in the learning process. (Khasanah, Aini, 2024) In the early years of independence, efforts to improve the quality of education were made by providing broader learning opportunities. One of the steps taken was developing teaching guidelines through radio and television broadcasts as a medium for delivering educational content. Over time, educational technology has rapidly advanced, allowing for the application of innovative strategies in the teaching and learning process. (Khasanah, Aini, 2024).

The application of technology in the education sector has become an important aspect in supporting a more effective learning system. However, in the era of globalization, this development has yet to be fully optimized. Therefore, continuous development of educational technology across various fields is necessary so it can be comprehensively applied within the education system and provide greater benefits for learners. (Khasanah, Aini, 2024).

Education plays a vital role in managing and preserving the environment and natural resources. Through education, efforts are made to change students' ways of thinking and acting to be more responsible toward the environment. Additionally, education is a learning process that encompasses knowledge, skills, and habits passed down from one generation to the next through various methods such as teaching, training, and research. (Halean, Kandowangko, et al., 2021).

Formal education is a learning process that takes place in schools with a structured and clear pathway, starting from primary education, continuing to secondary education, and then higher education. Meanwhile, nonformal education is an educational path that occurs outside the formal education system.

Although it takes place outside of schools, nonformal education can still be organized and structured. (Syaadah, Hady, et al., 2022).

Nonformal education serves as supplementary education, such as music courses, tutoring, and similar activities. Generally, this type of education is intended for those who need learning as a complement, substitute, or addition to formal education. The main goal of nonformal education is to develop the potential of learners by focusing on mastery of knowledge and skills according to each individual's needs. (Syaadah, Hady, et al., 2022).

Meanwhile, informal education happens independently, based on individual awareness and responsibility. This educational path is not structured like formal and nonformal education, but it still plays an important role in lifelong learning. (Syaadah, Hady, et al., 2022).

Every citizen of Indonesia, regardless of their social or economic background, is encouraged to participate in the available educational programs. Although the educational paths may differ, whether formal, nonformal, or informal, all aim to improve the quality of human resources to make them more competent and beneficial to society. Furthermore, education also serves as a means of personal development that helps learners optimize their potential. (Syaadah, Hady, et al., 2022).

2. METHOD, DATA, ANALYSIS

This study uses a qualitative method with a literature review approach, which is carried out through the collection and analysis of various relevant literatures related to the topic under investigation. The study is conducted within an academic environment by accessing reliable sources, such as scholarly journals, books, articles, and related documents. As part of the qualitative method, the literature review begins with examining various references and previous studies related to the research topic (Hidayat et al., 2022 in Siti Nuraeni et al., 2024).

The selected literature is filtered based on its relevance to the research problem, then analyzed in depth to gain a more comprehensive understanding of the issue discussed. The data sources in this study come from literatures and academic documents with high credibility, such as journals that have undergone peer review processes and books published by reputable publishers.

3. RESULT AND DISCUSSION

Result
Management Of Formal, Non Formal, Informal Education

The results of the literature review indicate that the management of formal, nonformal, and informal education has distinct characteristics and challenges in its implementation. According to Coombs and Ahmed (1974), formal education tends to have a more rigid structure, while nonformal and informal education are more flexible in their application. Additionally, Rogers (2004) emphasizes that all three types of education play an important role in lifelong learning.

Formal Education

According to La Belle (1982), formal education has a structured system with strict regulations set by the government. The curriculum is developed nationally with various adjustments at the regional and institutional levels. The management of formal education tends to have a clear and centralized administrative hierarchy.

Nonformal Education

Merriam and Brockett (2007) state that nonformal education includes various learning programs outside the formal system, such as courses, training, and equivalency education. The results of the study show that nonformal education is more flexible in terms of learning methods and curriculum. Furthermore, nonformal education often serves as a solution for groups in society who are unable to access formal education.

Informal Education

According to Tough (1979), informal education occurs in everyday life and lacks a fixed structure. The study shows that informal education plays a significant role in shaping character and social skills. This type of education often takes place within families and the surrounding environment, without any specific regulations.

The findings of this study also show that integrating these three types of education can enhance the overall effectiveness of the education system. UNESCO (2016) affirms that collaboration between formal,

nonformal, and informal education can produce learners who are more adaptive to the challenges of the times.

Discussion

Formal Education

Formal education, according to Law Number 20 of 2003, is an educational path that has a clear structure and levels, covering primary, secondary, and higher education. Axin, as quoted by Suprijanto (2009:6), defines formal education as a planned learning process carried out by both learners and educators in a structured school environment.

Formal education is organized systematically, has specific levels, and takes place within a predetermined time frame, from elementary school to higher education. In addition to general academic education, formal education also includes special programs and various institutions that provide technical and professional training

Schools themselves are a common term used in the education world. Schools are places where organized teaching and learning processes take place according to specific levels and time periods. As one of the educational centers, schools play a role in educating the nation's children and shaping well-rounded Indonesian individuals. A well-rounded person is expected to have faith and piety to God Almighty, be of noble character, possess knowledge and skills, be physically and mentally healthy, have a strong personality, be independent, and be responsible in community and national life.

Some key characteristics of formal education include (Mildawati, Tangngareng, 2023):

1. Organized Structure: Formal education has a well-organized system, covering various levels such as primary, secondary, and higher education.
2. Official Curriculum: The curriculum in formal education is designed and set by authorized institutions. This curriculum includes various subjects that students must learn at each educational level.
3. Systematic Teaching Methods: The learning process in formal education is typically conducted by professional educators, such as teachers or lecturers, using structured and planned methods.
4. Evaluation and Assessment System: Formal education implements systematic assessment mechanisms, such as exams and tests, to measure students' progress and evaluate their learning achievements.
5. Awarding Certificates or Degrees: After completing a certain level of education, students will receive certificates or degrees as proof of their graduation and academic achievements. (Haerullah, Elihami, 2020)

Institutions that fall under the category of formal education include elementary schools, secondary schools, and higher education institutions or universities. Formal education is considered an essential element in building a foundation of knowledge and skills, which helps individuals in everyday life and in contributing actively to society

Formal education is a structured and tiered education system organized by official institutions such as schools and universities. This system follows a curriculum established by the government or relevant educational authorities, ensuring that the learning process is systematic and well-planned. In formal education, learners attend scheduled teaching and learning activities from early childhood education through primary, secondary, and higher education levels, aimed at equipping them with specific knowledge and skills appropriate to their age and development stage.

Moreover, formal education has characteristics that distinguish it from non-formal and informal education, such as the official recognition in the form of diplomas or certificates upon completion of certain levels. This makes formal education the primary pathway recognized nationally and internationally to assess a person's competence and eligibility to pursue further education or enter the workforce. Formal education also plays a crucial role in shaping students' character and morals by teaching social and cultural values aligned with societal norms.

Overall, formal education serves as the foundational pillar of the national education system, aiming to prepare the younger generation to face future challenges. With clear structures and standardized curricula, formal education provides a strong knowledge base and relevant skills for personal development and national contribution. Therefore, it is an essential instrument in producing high-quality and competitive human resources.

According to (Maunah, 2015) Formal education is a type of education held in schools and regulated by Law No. 20 of 2003. The formal education approach is a structured and tiered education path. This approach involves official educational institutions that are registered and supervised by the government. Formal education has special characteristics, such as the learning process carried out formally in

accordance with government regulations or certain institutions. Students must meet special requirements to be able to participate in formal education. Teaching and learning activities are carried out in school or college buildings. In accordance with the Authority, education management can be realized in the form of providing flexibility to schools and local governments in planning, implementing, and evaluating educational programs implemented in schools (Zuriatin, 2022).

Formal education has the goal not only to develop students' academic intelligence, but also to form good character such as responsibility, creativity, independence, tolerance, and noble morals (Fadhilah and Maunah 2021). Formal education is considered important because humans can be educated from birth, and good character requires a continuous formation process. The levels of formal education consist of primary, secondary, and higher education. Each level has a different level of development and ability, which aims to develop the potential and interests of students. This level of formal education must be taken gradually to suit individual development. which aims to develop the potential and talents of students.

a) Basic Education

Basic education is the initial level that provides basic knowledge and skills to students before continuing to the secondary level. This level consists of SD, SDIT, MI, and the like. Basic education lasts for 9 years, starting at the age of 7 to 15 years, with 6 years in elementary school and 3 years in junior high school. The purpose of basic education is to equip students with knowledge, skills, morals, and nationalism.

b) Secondary Education

Secondary education is a level of continuing education from Basic Education consisting of junior high school and senior high school, including SMP, MTs, SMA, MA, SMK, MAK, and the like. Secondary education prepares students to have the abilities and skills needed in society. At this level, students can develop academic skills and explore talents through extracurricular activities. Secondary education levels can be in the form of regular and special education.

c) Higher Education

Higher education is the highest level of education in formal education. At this level, there are diploma, bachelor's, master's, and doctoral education programs. Higher education is carried out through universities, institutes, academies, and the like. Universities are responsible for organizing education, research, and community service. The purpose of higher education is to produce individuals who are educated, highly qualified, and ready to enter the professional world.

In a shorter approach, basic education is the initial level that provides basic knowledge and skills, secondary education is further education that prepares students to have abilities and skills in society, and higher education is the highest level that produces highly qualified individuals who are ready to enter the professional world.

Formal education has an important role in educating people academically and forming good character (Fadhilah & Maunah, 2021). Very professional teachers needed to achieve educational goals. Therefore, the first exercise is followed by practice 2nd and so on, so that all teachers in each district get their respective turns (Zuriatin, 2022a). This is in accordance with article 31 paragraph 1 of the Constitution 1945 which reads "Every citizen have the right to receive instruction," and verse 2 reads: "the government is making efforts and organize a teaching system national law regulated". Therefore, with an ideal education system and qualified educators in their fields, the role of formal education in the development of students will increase (Bintank and Maunah 2022). Schools play a role in developing intelligence, providing knowledge, efficiency of the education process, assisting in socialization, preserving culture, and preparing students to live independently in society (Husti, 2022).

Non Formal Educatioan

According to Law No. 20 of 2003, non-formal education is an educational pathway outside the formal education system that can be carried out in a structured and tiered manner. Meanwhile, Axin (in Suprijanto, 2009:7) defines non-formal education as a learning process intentionally undertaken by learners in an organized environment, but outside the school system.

According to Widayanti and Mulyono (2020), non-formal education developed as a response to community needs that cannot be fully met by formal education. Non-formal education has higher flexibility in terms of organization, both time, place, and curriculum tailored to the specific needs of students.

Marzuki (2012:137) argues that non-formal education includes learning activities that occur outside the formal education system but are still conducted in a structured manner. Non-formal education can stand alone or be part of a broader activity, aimed at serving specific target groups and learning needs.

Furthermore, Farrow, Arcos, Pitt, & Weller (2015:51) state that non-formal learning is a crucial element in the learning experience. Nowadays, the learning process can occur in various ways, such as through communities of practice, personal networks, and work-related tasks. Learning is continuous and lifelong, where learning and working activities are becoming more interconnected and no longer separated in certain situations.

Sungsri (2018:14) also emphasizes that non-formal education can be pursued by anyone, regardless of age or background. Education now plays an increasingly important role in human life, due to its growing influence amid the forces that govern modern society. In reality, one cannot improve their quality of life by solely relying on formal education without making use of non-formal education. Even individuals who have completed the highest level of formal education still need non-formal education. This is due to the rapid development of science and technology, meaning that knowledge acquired in schools or universities may no longer be relevant over time.

Moreover, those who are still undergoing formal education also require non-formal education in various forms, such as courses, organizational training, scouting activities, and other extracurricular activities. In some situations, non-formal education can even serve as an alternative or substitute for formal education. (Yatima and Kurnadi, 2009)

Samsul Bahri, in his book, states that the success of non-formal education—such as course institutions, training centers, study groups, learning activity centers, religious study assemblies, and other community-organized non-formal education programs, such as life skills education, early childhood education, youth education, and women's empowerment education—greatly depends on the leadership style applied by the organizers or providers. (Bahri and Kartin, 2018)

Here are some general characteristics of non-formal education (Mildawati, Tangngareng, 2023):

a) Flexibility: Non-formal education tends to be more flexible in terms of the time and location of learning, allowing learners to study without being bound by specific schedules or places.

b) Not Bound by Formal Curriculum: Unlike formal education that follows a predetermined curriculum, non-formal education does not have a fixed curriculum structure. The material taught can vary and be adjusted to meet the needs without having to follow a specific pattern.

c) No Academic Degree Awarded: Non-formal education generally does not confer academic degrees like those awarded by formal educational institutions. The main focus of this education is the mastery of skills, knowledge, or understanding in specific areas.

d) Lifelong: Non-formal education can continue throughout life, allowing individuals to keep learning and developing without age or life stage limitations.

e) Goal-Oriented and Practical: Non-formal education is often designed for more practical purposes, focusing on everyday needs or the world of work, such as job skills training, language courses, or professional development training.

Some examples of non-formal education include job training courses, seminars, workshops, online courses, discussion groups, skill development programs, and self-learning through reading books or exploring online resources.

Non-formal education is a pathway of education conducted outside the formal education system. This type of education can be carried out in a structured and tiered manner. Institutions that provide non-formal education include:

1. Playgroups (Kelompok Bermain - KB)
2. Daycare Centers (Taman Penitipan Anak - TPA)
3. Specialized Institutions
4. Learning Studios (Sanggar)
5. Training Institutions
6. Study Groups
7. Community Learning Centers (Pusat Kegiatan Belajar Masyarakat - PKBM)
8. Religious Study Assemblies (Majelis Taklim)

In addition, there are other forms of non-formal education used as supplementary education, such as music courses, tutoring services, and more. Non-formal education is generally aimed at individuals who need education as a supplement, replacement, or complement to the formal education they receive. The function of non-formal education is to develop the potential of learners by emphasizing the mastery of knowledge and the personal development of each individual. Early childhood education in the non-formal education pathway can take the form of Playgroups (KB), Daycare Centers (TPA), or other equivalent forms.

Education Informal

According to Law No. 20 of 2003, informal education is an educational pathway that takes place within the family and surrounding environment, where the learning process is carried out independently. Meanwhile, Axin (in Suprijanto, 2009:8) defines informal education as a learning process that occurs unintentionally, both by the learner and in its implementation.

Informal education is a form of education that occurs within the family and the surrounding environment, with a learning method carried out consciously and responsibly. The outcomes of informal education can be recognized as equivalent to formal or non-formal education once the learner successfully passes the exam according to national education standards.

Chalidjah Hasan emphasizes that the presence of parents in the family plays a crucial role in determining the future of a child, especially in terms of psychological aspects. Children need guidance and direction from their parents to help their emotional development.

The family itself can be defined as the smallest social unit consisting of a father, mother, and children, where each family member plays a crucial role. Additionally, the family is considered the first and foremost informal educational institution, where a child learns about life for the first time. As a natural educational institution, parents are responsible for nurturing, caring, protecting, and educating children so that they can grow and develop optimally. Simply put, the family can be understood as the first community known by the child, making it the primary community in the early stages of the child's life.

In Islam, the family is known by several terms such as usrah, nasl, ali, and nasb. Family relationships can be formed through lineage, marriage, breastfeeding, and emancipation (Muhaimin, 1993). From an anthropological perspective, the family is the smallest social unit in human life as a social being. The family has a shared living space and is characterized by cooperation, mutual care, affection, guidance, protection, and nurturing. The core structure of a family consists of a father, mother, and children (Wahyu, 1986).

Meanwhile, Mansur defines family education as the process of providing positive experiences that support a child's growth and development, forming the foundation for their education at later stages. Education within the family is the primary foundation in shaping a child's character and personality. Mansur (2005) states that family education plays an essential role in a child's development. Abdullah (2003) adds that family education includes all the efforts made by parents to familiarize and improvise learning methods to support the child's growth. Meanwhile, An-Nahlawi and Hasan Langgulung (1989) emphasize that family education is the responsibility of both the father and mother in instilling moral values, character, examples, and the inherent nature of the child.

As the first education for the child, the family has a significant responsibility in shaping the child's overall personality. Naturally, parents are obliged to educate and guide their children to develop optimally. Every parent certainly hopes for their child to grow into a healthy, strong, intelligent, skilled individual with strong faith. Therefore, family education aims to develop the child's potential to the fullest, in terms of physical, intellectual, and spiritual aspects.

As the primary educational institution, the family is responsible for meeting the biological and psychological needs of the child, as well as caring for and educating them responsibly. Within the family environment, children are taught how to live in society, inherit cultural values, and understand life norms. Parents, especially the father as the head of the family, are responsible for managing and providing guidance, examples, and appropriate sanctions in various aspects of life, including household chores, religion, and social matters. Interactions within the family become a natural learning process for children to grow and develop into individuals ready to face life in society. (Anggraeni and Rena, 2020)

The essence and meaning of family education can be understood through two main aspects. First, the meaning of family in Arabic includes several terms, such as al-ilah (plural: awaail), al-usroh (plural: usurun), and ahlun (plural: ahluuna). The term ahlun refers to individuals who have certain rights according to what they possess. The family is the first social environment for an individual, where they learn various fundamental things through parenting and guidance from parents or other family members. The role of the family is vital in shaping the behavior, lifestyle, and habits of children, which will impact their future. (Munawwir, 2007).

Second, the meaning of family education is an integral part of the overall education system. According to Ki Hajar Dewantara, the family is one of the three centers of education, alongside schools and youth organizations. Family education is a conscious effort by parents to guide, direct, and equip children with values, knowledge, and skills. This aims to prepare children to face the challenges of life in the future. (Amaliyah, Sania, 2021). Informal education is a learning process that takes place outside formal institutions such as schools or universities. This learning does not have a fixed structure and occurs naturally in everyday life.

Some key characteristics of informal education include (Mildawati, Tangngareng, 2023):

1. Unstructured: Informal education does not follow a curriculum or official learning system. The learning process happens spontaneously, depending on the situation at hand.
2. Flexible in Time and Place: There are no restrictions on when and where learning takes place. A person can learn anytime and anywhere according to their needs.
3. Lifelong: Informal education continues throughout a person's life, encompassing various experiences that enrich knowledge at every stage of life.
4. Learning from Experience: Knowledge is gained through interaction with the surrounding environment, daily activities, and personal experiences that provide new insights and skills.
5. Natural Process and Free from Pressure: Learning happens without pressure or formal rules. Individuals learn independently based on their own desires or needs arising from daily life.
6. Continuous Learning: Informal education does not have a defined endpoint, allowing individuals to keep acquiring knowledge and skills over time.

Examples of pathways in informal education carried out by families and the surrounding environment can include character education, religious education, ethics education, etiquette education, moral education, and socialization with the environment. A child can develop through interactions with family, friends, and the community. However, parents have the obligation to set a good example for their children. Some of the things parents can do to help shape a child's character include:

1. Being a role model. Parents can demonstrate good character to instill these values in their children, allowing them to imitate the behavior. For example, when parents exhibit honesty, mutual respect, fairness, and so on, the child will observe and imitate them.
2. Telling stories and sharing life experiences. Parents can use stories to teach moral lessons to their children. In addition, these stories can convey values and ethics.
3. Showing pride in the child when they display positive behavior. This helps children avoid feelings of anxiety or fearfulness.
4. Teaching children to always practice self-control. Parents can help their children engage in self-talk so they do not overreact to certain situations.
5. Giving children opportunities to practice, so they can apply what they have learned, including character development. Children not only need to see and hear, but they also need real-life experiences to develop good character.

Examples of Formal Education, Non-Formal Education and Informal Education Institutions :

a. Formal Education Institutions Formal education according to Law No. 20/2003 on National Education System is an education pathway that has a structure and levels. The levels in this education pathway consist of basic education, secondary education, and higher education In the national education system, it is also stated that every citizen is required to attend formal education at least until the completion of junior high school. Formal education institutions are oriented towards the development of the whole Indonesian human being.
b. Non-formal Education Institutions Non-formal education is an education pathway that is carried out outside formal education. This education can be done in a structured and tiered manner. Institutions organising non-formal education Non-formal education is generally carried out for those who feel they need education as an addition, substitute or complement to the formal education that is followed. The function of non-formal education itself is to develop the potential of students by emphasising the mastery of knowledge and the development of each student.
c. Informal Education Institutions Examples of pathways in informal education carried out by families and the environment can be in the form of ethical education, religious education, ethical education, politeness education, moral education, and socialisation with the environment. A child can develop through interaction with family, friends, and society. But parents have an obligation to set a good example for their children. There are several things that parents can do to shape a child's character, namely: Become a role model. Parents can show good character in instilling it in children. So that they can imitate it. For example, when parents have honesty, respect, fairness and so on, then a child will see it and imitate it.

4. CONCLUSION

Education in Indonesia plays a crucial role in shaping a generation that is competent and ready to face global challenges. The management of formal, non-formal, and informal education each has its own uniqueness and challenges. Formal education tends to be more structured and follows a standardized

curriculum, while non-formal education is more flexible and tailored to individual needs, and informal education occurs naturally in daily life. The integration of these three educational pathways has the potential to enhance the effectiveness of the overall education system, by complementing and supporting the development of students' skills, knowledge, and character. Furthermore, the rapid development of educational technology should continue to be utilized to enrich the learning experience and improve the quality of education in Indonesia. Therefore, innovative steps must continuously be taken to optimize the implementation of educational technology and ensure that formal, non-formal, and informal education can work together effectively to support the improvement of Indonesia's human resources quality

5. ACKNOWLEDGE

6. REFERENCES

A Arabiatul, Adawiyah, Implikasi Pendidikan Nonformal Pada Remaja (Jurnal Equilibrium PendidikanSosiologi). Vol. Iv.No.2, November 2016), h.2

Amaliyah, Sania. (2021). Konsep Pendidikan Keluarga Menurut Ki Hadjar Dewantara. *Jurnal Pendidikan Tambusai,* 5(1), 26-38.

Anggraeni, Rena. (2020). *Pendampingan Orang Tua Pada Anak Pengguna Gawai (Studi di Satuan Pendidikan Anak Usia Dini Sejensi POS PAUD Nurul Huda Tasikmalaya).* Diss :Universitas Siliwangi.

Bafadhol, Ibrahim. (2017). Lembaga Pendidikan Islam di Indonesia (Jurnal Edukasi Islam Jurnal Pendidikan Islam), Vol.06 No.11 Januari 2017), h.60-62

Bahri, Samsul dan Kartini. (2018). *Kepemimpinan Pendidikan NonFormal Cet. I.* Makasar : Badan Penerbit UNM.

Bintank, B., & Maunah, B. (2022). Education In Various Approaches and Theories Education. Scholar: Journal Education and Learning, 16(1), 40-53.

Coombs, P.H., & Ahmed, M. (1974). Attacking Rural Poverty : How Nonfromal Education Can Help. The Johns Hopkins University Press.

Fadhilah, I. A., & Maunah, B. (2021). Man as a Being Who Needs and Can Educated. Scholar: Journal of Education And Learning, 15(2), 254-268.

Haerullah, Haerullah, dan Elihami Elihami. (2020). Dimensi Perkembangan Pendidikan Formal dan Non Formal. Junal edukasi non formal. 1(1), 199-207.

Halean, Kandowangko. (2021). Peranan Pendidikan dalam Meningkatkan Sumber Daya Manusia di SMA Negeri 1 Tampan Amma di Talaud. *Journal Holistik.* 14(2), 1-15

Hidayat, N., & Machali, I. (2018). Transformasi paradigma pendidikan formal di Indonesia: Dari teacher-centered ke student-centered learning. *Jurnal Manajemen Pendidikan*, *7*(1), 76–91.

Husti, I. (2022). Formal Education, Non Formal and Informal in Design Tarbawi Hadith. Science Research Journal Indonesian Education, 1(2), 485-492.

Khasanah dan Aini. (2024). Konsep Teknologi Pendidikan Islam Dalam Perspektif AL-Qur'an. *Journal Penelitian Ilmu Pendidikan Indonesia.* 3(2), 360-365.

La Belle, T.J. 1982. Formal, Nonformal and Informal Education : *A Holistic Perspective on lifelong Learning. International Review Of Education*, 28(2), 159-175.

Marzuki. (2012). *Pengintegrasian Pendidikan Karakter dalam Pembelajaran di Sekolah.* Yogyakarta : FIS-UNY

Maunah, B. (2015). Islamic Education Institute in Indonesia: Descriptive-Analytical Study Model of Islamic Education Institutions. Journal Empiricism, 24(2), 264-274.

Merriam, S. B & Brockett, R.G. (2007). The Professioan and Practice of Adult Education : An Introduction. Jossey-Bass.

Munawwir. (2007). Kamus Bahasa Arab.

Pratama, A., Rifanto, D., Mulyono, D., Hayati, N., Indriyani, W. A., & Hidayat, Y. (2023). Bunga Rampai

Model Pemberdayaan Berbasis Tradisi.

Rogers, A. (2004). Non-formal Education: Flexible Schooling or Participatory Education? Springer.

Siti Nuraeni Mitra, Siti Qomariyah, Irma Hermawati, Tintin Hidayat dan Cucu Saadah Nursaidah. (2024). Peran supervis Akademik dalam Meningkatkan Kompetensi Pedagogik dan Kinerja Guru di SMA Negei 1 Parakansalah Kabupaten Sukabumi. Pragmatik. *Jurnal Rumpun Ilmu Bahasa dan Pendidikan,* 2(2), 65-81.

Sungsri, S. (2018). Building the capability of non-formal education teachers to develop a learning education in Thailand. International *Journal of Educational Administrasion and Policy Studies*, 10(2), 10-16.

Suprijanto, A. (2009). *Pendidikan oleh orang dewasa : dari teori hingga aplikasi*. Jakarta : Bumi Aksara.

Syaadah, Hady, dkk. (2022). Pendidikan Formal, Pendidikan Non Formal dan Pendidikan Informal. *Journal Pendidikan dan Pengabdian Kepada Masyarakat*. 2(2), 125-131.

Tought,A. (1979). The Adult's Learning Project : A fresh Approach to theory and Practice in Adult Learning. Ontario Institute for studies in Education.

Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional

UNESCO. (2016). Education 2030 : Incheon Declaration and Framework for Action for the Impelementation Of Sustatinable Development Goal 4. UNESCO

Yatima, Durotul dan Kurnadi. (2009). *Pendidikan Non Formal dan Informal dalam bingkai Pendidikan Sepanjang Hayat. Cet. I.* Bandung : CV Alfabeta.

Zuriatin, Z. (2022a). Educational Development and Teaching during the Japanese Occupation 1942

1945. Education Education: Journal Elementary Education