NON-FORMAL EDUCATION MANAGEMENT FOR THE RESIDENTS OF THE REJANG LEBONG DEVELOPMENT INSTITUTION

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Abstract

In The Class IIA Correctional Institution Rejang Lebong in giving directions to prisoners, it provides non-formal training administration as a Package C equivalency school. In offering this instructive assistance, good administration is expected to achieve quality instructive goals. Objectives of exploration: (1) implementation of non-formal instruction program at Rejang Lebong Penitentiary, (2) obstacles faced, and efforts to conquer obstacles in Lapas Rejang Lebong. This kind of examination is a subjective exploration of graphics. Procedures vary information based on perceptions, meetings, and documentation. The results showed that the implementation of a non-formal instruction program for prisoners completed by the penitentiary had gone very well, despite the fact that it actually faced many obstacles. Prison helps PKBM "Bina Sejahtera" which is under the control of the Ministry of Education and Culture.

Keywords: Management of Education, Non-formal Education, Development.

Abstrak

Lembaga pemasyarakatan kelas 11a Rejang Lebong dalam memberikan bimbingan kepada narapidana, pemberian layanan pendidikan non formal berupa paket c kesetaraan education.in penyediaan layanan pendidikan ini, diperlukan manajemen yang baik untuk mencapai tujuan pendidikan yang berkualitas. Objek penelitian ves: (1) pelaksanaan program pendidikan non formal di lembaga pemasyarakatan Rejang Lebong, (2) kendala yang dihadapi, dan upaya mengatasi lapas Rejang Lebong. Jenis penelitian ini adalah penelitian kualitas deskriptif. Pengumpulan data techniquis dengan obseryation, wawancara, dan ducumention. Hasilnya menunjukkan bahwa ketidaksenangan program pendidikan non-formal untuk priosoner yang dilakukan oleh penjara telah berjalan dengan baik, meskipun masih menghadapi banyak hambatan. Lapas bekerja sama dengan PKBM Bina Sejahtera yang berada di bawah kewenangan dinas pendidikan dan kebudayaan. Tujuan dari kebijakan ini adalah untuk meed kebutuhan pendidikan prisoners.in implementasi.

Kata kunci: *Manajemen Pendidikan, Pendidikan non-Formal, Pengembangan Pendidikan.*

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INTRODUCTION

The 1945 Constitution in Article 31 Paragraph 1 of the 1945 Constitution which reads "Every resident has the right to education" and Article 31 Paragraph 2 of the 1945 Constitution which reads".[1] Every resident shall follow the basic upbringing and the general body shall pay for it." These two reefs can be blamed that all residents of Indonesia (whatever) have the honor to get ready.

The preparation is separated into three, namely formal, relaxing and non-formal education.[2] Formal teaching is training that is completed and officially organized under the training service and held in schools, both public and private. Casual teaching is a way of family and ecological training as an exercise in self-study.[3] Meanwhile, non-formal teaching is training that should be able to be done anywhere no matter where it is and in its casual configuration. To date, public authorities still focus on conventional schools.[4] This is very consistent given the fact that the number of students in proper education is more than in non-formal teaching. Public authority's respect for non-formal schools is lost, leading to limited spending plans, thus affecting non-formal education offices and foundations in Indonesia.[5] Without realizing it, non-formal schooling also actually needs attention because of its presence that can understand the standard of education, especially the existence of state science as stated in the opening of the 1945 Constitution, and can overcome various problems.

The instructive foundation is a large movement in which there are four interrelated parts.[6] The four sections in question are Administrative and Administrative Personnel, Technical Education Personnel, Principals, Teachers, and School Committees as autonomous bodies that assist in the implementation of teaching activities, with students as students who can be placed as buyers with satisfactory learning degrees. The interrelationship of the four sections must be synergistic considering the carrying capacity of school tasks formed from "beneficial mutualism interactions". Teaching interaction in Indonesia is known as casual training, formal schooling, and non-formal training.[7]

In Indonesia, there are still many individuals who need non-formal teaching because they are unable to attend formal training for various reasons, including being unable to attend formal teaching in school, and not being financially able to attend formal teaching in school. One of those who did not attend formal school was the inmates who served time in the

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[1] Pemerintah Republik Indonesia, "Undang-Undang Dasar 1945," 2020.

[2] Ibrahim Bafadhol, "Lembaga Pendidikan Islam Di Indoesia," *Jurnal Edukasi Islami Jurnal Pendidikan Islam*, 2017.

[3] Muhammad Yusuf, "Perkembangan Madrasah Formal Di Indonesia," *Intizam, Jurnal Manajemen Pendidikan Islam* 2, no. 2 (April 15, 2019): 135–46.

[4] Hasan Asari, Saiful Akhyar Lubis, and Hayatun Sabariah, "Non-Formal Islamic Education for Women Prisoner in Rumah Tahanan Negara," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 3 (December 28, 2020): 425–43, https://doi.org/10.31538/nzh.v3i3.844; Gaguk Wahyu Puspito, Tatik Swandari, and Mauhibur Rokhman, "Manajemen Strategi Pengembangan Pendidikan Non Formal," *Chalim Journal of Teaching and Learning (CJoTL)* 1, no. 1 (August 24, 2021): 85–98.

[5] Sumarno, *Peran Pendidikan Nonformal Dan Informal Dalam Pendidikan Karakter Bangsa* (Cakrawala Pendidikan, 2011).

[6] Suharson, "Pendidikan Multikultural," *Suharsono, "Pendidikan Multikultural," EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam*, 2017, https://doi.org/10.30957/edusiana.v4i1.3.

[7] Sutarto Hadi Prayitno and Jaedun, "Authentic Assessment Competence of Building Construction Teachers in Indonesian Vocational Schools," *Journal of Technical Education and Training* 10, no. 1 (June 28, 2018), https://publisher.uthm.edu.my/ojs/index.php/JTET/article/view/2081.

Penitentiary. However, they are also residents who are eligible for teaching administration. Regulation No. 12 of 1995 on Correctional Services in Article 14 Paragraph 1 states "Prisoners are given the option to attend school and educate." Therefore, the public authorities, for this situation the Penitentiary, are obliged to give and work with the satisfaction of the freedom of the prisoners. It turns out to be a vital thought that training for inmates is one of their life provisions when they finish serving their sentences and return to society.

Teachers for learning exercises in nonformal schools are called guides and substitutes for nonformal exercises are called learning citizens.[8] The number of inmates in LP Rejang Lebong who attended Non-Formal Equality Education (Package C) 2021 was 24 people consisting of 23 men and 1 woman.[9]

Table 1. 1 List of Participants of Citizens Studying in Lapas Rejang Lebong

PKBM BINA SEJAHTERA YEAR OF STUDY 2020/2021				
No	Nama Siswa	Tempat, Tanggal Lahir	Alamat	Nama Orang Tua
1	Arino	Lawang Agung, 09-11-1996	Adirejo Curup Kota	Zakarya
2	Ardiyan Jaya Candra Kusuma	Kepala Curup, 20-04-1996	Adirejo Curup Kota	Badarudin
3	Baheramsyah	Air Lanang, 15-01-1996	Adirejo Curup Kota	Gulam Harahap
4	Egiyantosi	Peraduan Binjai, 28-02-1996	Adirejo Curup Kota	Syahdan
5	Emriyadi	Air Mayan, 17-10-1972	Adirejo Curup Kota	Yahar
6	Evan Hazirin	Cugung Lalang, 05-06-1992	Adirejo Curup Kota	Suharlo
7	Erwin Polensah	Lubuk Alai, 06 Juni 1998	Adirejo Curup Kota	Indra
8	Febi Putra Pahlefi	Curup, 08 Februari 1998	Adirejo Curup Kota	Ridwan
9	Gentar Alam	Tj. Beringin, 15-10-1994	Adirejo Curup Kota	Ibrahim
10	Giofani Ananta	Curup, 16 Desember 1999	Adirejo Curup Kota	Herdon Prana
11	Hadi Kusyanto	Bandar Agung, 14-03-1993	Adirejo Curup Kota	Apandi
12	Haris Munandar	Lbk. Tanjung, 11-09-1991	Curup Tengah	Jakarudin
13	Jamaludin	Curup, 21 Januari 1991	Adirejo Curup Kota	Marwan
14	Kanada Marjoni	Pasar Ujung, 15-09-1986	Adirejo Curup Kota	Apandi
15	Medi Nuari	Curup, 25 Januari 1993	Adirejo Curup Kota	Agus Salim
16	Perdiansa	Tj. Agung, 21-06-2000	Adirejo Curup Kota	Amri
17	Reno Ariansyah	Kembang Seri, 25-06-1992	Adirejo Curup Kota	Sa Aldin

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[8] Abdul Rahmat, "Manajemen Pemberdayaan Pendidikan Nonforma," *Ideas Publishin*, 2018.

[9] Lapas Curup, "Daftar Peserta Kegiatan Belajar Paket C Lapas Curup Tahun 2020," 2020," 2020, h. 2.

18	Rizki Anil Putra	Curup, 30-12-1996	Adirejo Curup Kota	Zainal Haripin
19	Regustiawan	Curup, 11 Maret 1996	Adirejo Curup Kota	Ramli S
20	Riche Eriyanda	Tj. Sanai II, 26-08-1999	Adirejo Curup Kota	Yanto
21	Ramadhandi	Curup, 12-12-1999	Adirejo Curup Kota	M. Fadil
22	Sagiri Noto Kasumo	Tebat Monok, 22-09-1993	Adirejo Curup Kota	Herman
23	Wahyu Walbaradi	Curup, 03-08-2000	Adirejo Curup Kota	Saharudin

Based on the above information, it can be clearly seen the number of prisoners who participated in non-formal training in Lapas Rejang Lebong. Related to non-formal learning held in correctional institutions. Lapas is assisted by the Department of Education and Culture and the Center for Community Learning Activities (PKBM) to complete the non-formal learning of inmates in correctional institutions. In non-formal learning provided can be in the form of ability, course, and mentoring.

METHOD

Qualitative research is a sociological research strategy that collects and reviews information as words (oral or composed) and human activities and scientists do not seek to ascertain or evaluate the subjective information that has been obtained and along these lines does not investigate the numbers. The information detailed in subjective examinations is human words and activities.[10] Research is something that should be possible in sociology, where exploration is utilized in a unique way.[11]

DISCUSSION

Management is hypothetically separated into three, to be more specific: traditional hypotheses, old-style hypotheses, and present-day hypotheses. The traditional hypothesis accepts that workers or normal people, thinking coherently and working is something that is anticipated. Along these lines, the traditional hypothesis departs from the reason that associations work in legitimate and objective cycles with logical methodologies and occur according to the construction and structure of association life. Management is coordinating, directing, and controlling HR and others to achieve actual and productive hierarchical goals.[12]

Management Function

Fayol's earliest management of opinions was: planning, organizing, commanding, coordinating, and controlling. Gulich divides management functions:

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[10] Afrizal, *Metode Penelitian Kualitatif Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiflin Ilmu* (Jakarta: Rajawali Pers, 2015), h. 11.

[11] Fathurrochman I and Yanto M, "Manajemen Kebijakan Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan.Jurnal Konseling Dan Pendidikan," n.d., h. 123-130, https://doi.org/10.29210/138700.h.2.

[12] Charles W L Hill, Gareth R Jones, and M. Schilling, "Strategic Management - Theory: An Integrated Approach," *Strategic Management An Integrated Approach*, 2016.

Planing

Planning is a variety of predefined exercises to be completed within a given period in order to achieve a stated goal.[13] In this way, a learning organizer is expected to have the vast capacity and little knowledge to have the option to develop a plan that can be used as an aid in the implementation of the following instructive interactions.[14] The preparation of the program should take into account accessible assets, local area attributes, office or media inclusion areas, and the methods to be used in organizing relationships with local areas. If the preparation is not focused on the above, then it is expected that the action will not achieve the ideal goal.[15]

Organizing

According to Soebagio, structuring is characterized as a whole network of individual groups, apparatus, effort, obligations, and energy in such a way, to create a group that can be moved as a unit to achieve the goals that have been set..[16] and distribute offices and foundations to assist the individual's duties in the association.

Grazing

Of the entire series of executive processes, execution is the primary administrative job.

Supervision

As Chuck Williams points out in management, control is observing progress toward achieving goals and making restorative steps when progress is not achieved.[17] Observing is assessing progress toward the achievement of the final product and making restorative steps when progress does not arise. Supervision can be interpreted as a series of checking exercises, the point is to decide the assumptions achieved and make improvements to the deviations that occur. Assumptions are goals that have been set to be achieved and projects that have anticipated Empowerment.[18]

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[13] Usman Husaini, "Manajemen: Teori, Praktik Dan Riset Pendidikan," *Usman Husaini, "Manajemen: Teori, Praktik Dan Riset Pendidikan," SCMS Journal January-March 2008*, 2018.

[14] Suhada Suhada, "PROBLEMATIKA, PERANAN DAN FUNGSI PERENCANAAN PENDIDIKAN DI INDONESIA," *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2020, https://doi.org/10.36671/andragogi.v2i3.119.

[15] Eunice S. Han, Annie goleman, and daniel; boyatzis, Richard; Mckee, "Etika Profesi Keguruan," *Journal of Chemical Information and Modeling*, 2019.

[16] Indra Bastian and Olivia Idrus, "Paradigma Baru Manajemen Pendidikan" (Modul Universitas Terbuka, 2019).

[17] Danusiri Danusiri, "Basic Theory of Islamic Education Management," *Nadwa*, 2019, https://doi.org/10.21580/nw.2019.1.1.4195.

[18] Ahmad Karim et al., "The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 3 (November 7, 2021): 497–512, https://doi.org/10.31538/ndh.v6i3.1686; Akhmad Sirojuddin, Andika Aprilianto, and Novela Elza Zahari, "Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru," *Chalim Journal of Teaching and Learning (CJoTL)* 1, no. 2 (2021): 159–68.

Facilitation

Facilitation is the capacity to bring individuals together to work together successfully in achieving common goals, remembering to offer everyone the opportunity to take part and resolve conflicts.

Motivation is a feature of human brain research that adds to an individual's level of responsibility. Inspiration combines factors that reason, channel, and follow human behavior in the direction of certain determinations. includes variables that reason, channel, and follow human behavior in the direction of certain determination.[19] Motivation can also be interpreted as providing the main driver that makes one's workforce so that it needs to work together, work earnestly and coordinate with each of their efforts to achieve fulfillment. From the above explanation, it tends to reason that inspiration is the ability of individuals to offer help, the joy of trying to get certain thoughts in achieving hierarchical goals. This assessment can be completed while the action is in progress or towards the end of a program to see the extent of its effectiveness.

Management Principles

Council standards are the basis and values that are central to the achievement of a government. According to Nanang Fattah, the importance of basic standards in administrative practice includes the determination of work techniques, positioning selection and ability creation, selection of work methodologies, determination of implementation limits, planning and making position details, instruction, and preparation of leads, implementation of frameworks and how much they pay. planned to improve the adequacy, skills, and benefits of work.[20] Management principles, Henry Fayol Zprinsip management:

Division of labor

The division of labor must be adjusted to the capacity and skills for the implementation of the work to actually run. In this way, the position of the worker should involve the ideal male guidelines that are perfectly located. The division of labor must be wise/ balanced, not abstract enthusiastic considering the premise of different preferences. With perfectly located individual rules (the ideal man is perfectly positioned) will guarantee health, perfection, and work effectiveness. The large division of labor is the entrance into the association of labor.

Authority and responsibility

Each worker is equipped with the power to take care of their respective business and authority connected or followed by obligations. Authority and obligations must be adjusted. Every job should have the option of giving responsibility in understanding power. Thus, the lower the power, the lower the liability, and vice versa.

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[19] Maptuhah Maptuhah and Juhji Juhji, "Pengaruh Perhatian Orangtua Dalam Pembelajaran Daring Terhadap Motivasi Belajar Peserta Didik Madrasah Tsanawiyah," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 22, 2021): 25–34, https://doi.org/10.54069/attadrib.v4i1.127; Siti Rofifah et al., "The Influence of Organizational Culture and Work Motivation on Teacher Performance at the International Standard School, Amanatul Ummah Mojokerto," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 1 (March 29, 2021): 27–40, https://doi.org/10.31538/ndh.v6i1.899.

[20] Nanang Fattah, *Landasan Manajemen Pendidikan* (Bandung: Remaja Rosdakarya, 2016).

Discipline

Discipline is a sensation of approval and submission to the work to which it is a duty. This discipline is closely related to power. If the authority does not go as expected, discipline will be lost. Therefore, the power holder must have the option to instill discipline in him so that he has responsibility for the work in accordance with the power he has.

Unity of command

In doing the work, representatives should focus on the guidelines of solidarity order, so that the work can be completed appropriately. The representative should know to whom he can be relied upon according to the power he has acquired.

In carrying out its obligations and obligations, representatives must be coordinated towards their objectives. Solidarity is closely related to the division of labor. Postal solidarity also relies on the solidarity of order. The implementation of postal solidarity cannot be separated from the division of labor, authority and obligation, discipline, and solidarity of order.

Understanding Educational Management

The executives came from the ancient French government, and that implies specialization in carrying out and fulfilling obligations. Each master provides an alternative perspective on the limits of the board, as it is not difficult to provide an overview that is acceptable to everyone. After all, from the personalities of specialists, the meaning of the board is expressed as a way of using different individuals and assets to achieve hierarchical goals successfully and proficiently. Gradually, completing administrative work can utilize capacity or talent by following logical flow/strategy deductively and some, therefore, depend on experience by displaying firmness or head style in using the capacity of others.[21]

Seperti yang dikemukakan oleh M. Yanto, pelaksana adalah suatu rangkaian latihan yang telah direncanakan sehingga diharapkan dapat mencapai tujuan otoritatif yang disepakati bersama.[22]

The management function controls the initiative to perform permanent work within the association. Management is a true interaction ranging from organizing, composing, moving, and controlling that is done to decide the fulfillment of goals that have been set by utilizing different individuals and assets. From some qualified administrative feelings, the scientists concluded that administration is an interaction in achieving hierarchical goals as a team with others through board stages or processes. Furthermore between initiatives and administrators within an association, including school associations, such as different sides of the currency that cannot be separated. Both have a significant task to achieve their goals.[23]

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[21] Aan Komariah, "Transformational Leadership for School Productivity in Vocational Education," 2016, https://doi.org/10.2991/icse-15.2016.51.

[22] Murni Yanto, "Manajemen Dan Strategi Dakwah Pengajian Ikatan Sosial Kerukunan Air Sengak Rejang Lebong," *Jurnal Dakwah Dan Komunikasi* 6, no. 1 (2021): 135, https://doi.org/10.29240/jdk.v6i1.2962.

[23] Rony Rony, "Urgensi Manajemen Budaya Organisasi Sekolah Terhadap Pembentukan Karakter Peserta Didik: The Urgency of School Organizational Culture Management Against Character Building Students," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (June 23, 2021): 98–121, https://doi.org/10.31538/tijie.v2i1.26; Imron Arifin et al., "Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture," *SAGE Open* 8, no. 3 (July 1, 2018): 2158244018799849, https://doi.org/10.1177/2158244018799849.

Management Function

According to Gulick, the process continues.

Management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and the use of other organizational resources in order to achieve more defined organizational goals. (1) Robbins and Colter define management as a process of making activities completed efficiently and effectively with and through others. (2) Sudjana said that management is a series of reasonable activities carried out by a person based on established norms and in its implementation have relationships and relationships with others. This is done by people or several people who are in the organization and given the task to carry out the task.

Based on the definition of management of some experts, it can be concluded that management is a continuous process that is charged with the specific abilities and skills possessed by a person to perform an activity either individually or with others in coordinating and using all resources to achieve organizational goals productively, effectively, and efficiently.

Education comes from the Greek word "Educare" which means to bring out the stored, to be required to grow and develop. There are several definitions of education according to experts: (1) Engkoswara and Aan Komariah, education is an effort created by the environment intentionally and aims to educate, train and guide a person in order to develop individual and social abilities.[24] (2) Kleis defines education as a number of experiences that with that experience a person or group of people can understand something they didn't previously understand.[25] Experience occurs because of interaction between a person or group and their environment. Interaction gives rise to the process of change (learning) in humans, and then the process of change that produces development (development) for a person or group in his environment.

Based on the definition of education from experts it can be concluded that education is a conscious and planned effort to realize the learning atmosphere and learning process that takes place in all environments and for life to develop self-potential. Education management is the process of management in the implementation of educational tasks by using all resources efficiently to achieve goals effectively. However, to get a more comprehensive understanding, an understanding of the understanding, process, and substance of education is needed. Thus, education management is more emphasized on the efforts of a leader to mobilize and manage resources to achieve educational goals.

Objectives of Education Management

The reason for the executives' instruction is that the conduct of a regulated business is methodically organized and can be judged in a useful, quality, engaging, and productive way.[26]

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[24] Heriyanto et al, "Character Education in the Era of Industrial Revolution 4.0 and Its Relevance to the High School Learning Transformation Process," *Utopia y Praxis Latinoamerican*, 2019.

[25] I.V Ivanova, "Non-Formal Educatio," *Russian Education & Society*, 2016, https://doi.org/10.1080/10609393.2017.1342195.

[26] Muhammad Kristiawan and Dian Safitri, "Manajemen Pendidikan," *Deepublish,* 2017.

Efficiency can be communicated as far as amount or quality. The number of results as the number of graduates and the amount of info is how much work and the remaining assets (cash, hardware, equipment, materials, etc.). Efficiency to the extent that quality cannot be estimated in cash, this usefulness is described from the precision of the use of techniques or work strategies and available instruments so that volume and responsibility can be completed in the time available and get positive reactions and even praise from others for their work. A deeper investigation of usability is the result of the many and quality of any capacity or work of the schooling organization.

Assistance or administration or goods must coordinate or exceed the needs or assumptions for its clients. Furthermore, quality is a help/item that matches or exceeds the client's assumptions so that the client gets fulfillment. Adequacy is the proportion of achieving authoritative goals. Cute".[27] The adequacy of educational foundations consists of components of the board and administration of schools, educators, education personnel, and other workforces, students, educational programs, frameworks, executive and classroom guardians, school and regional relations, other special field boards, tangible results refer to normal results and even show closeness/comparison between original results and normal results. Survival can also be surveyed from fair information, abundant and outstanding results, information and results relating to the need to build a network, satisfactory alumni salaries.[28]

Productivity is associated with how to make things right while viability is associated with goals (doing the right things) or adequacy is an examination between the plan and the goals achieved, effectiveness is further underlined on the correlation between sources of information or assets with results. A movement should be effective assuming objectives can be achieved ideally by utilizing or utilizing negligible assets. Instructive productivity is the way in which that goal is achieved by having a level of effectiveness on schedule, cost, manpower, and office. Absolute Quality Management in teaching is a way of thinking continuous improvement in which instructive foundations provide many devices or devices to address or transcend problems, desires, and assumptions for current and future partners. Mutu is the assistance provided to partners consisting of students, graduates of the class, modern graduates/clients, and guardians of the.[29]

Non Formal Education Management

The various goals that have been set will also determine examples of regulatory approaches. According to Purwanto, management coaching is all school activities from those involving large organizations, for example in terms of strategy details, coordination of large organizations, coordination, counseling, correspondence, hardware control, etc. to small and basic organizations, for example, attending school. and so on.[30]

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[27] T. J.Sergiovani, "T. J. Sergiovani, "Perspectives on School Leadership: Taking Another Look," *APC Monographs*, 2005.

[28] Engkoswara, Aan, and Komariah, *Administrasi Pendidikan* (Bandung: AlFABETA, n.d.), h. 45.

[29] Yanto M, "Evulation of Quality Assurance Program," *Jurnal Internasional   Jurnal OF Human Capital Manajement* 1.2 (2017): h. 146–147.

[30] Purwanto M Ngalim, *Administrasi Pendididikan* (Jakarta: Mutiara, 2015).

According to Usman, training executives is the workmanship and study of educational asset supervision to create a learning environment and learning process with the aim that students effectively cultivate their ability to have the rigorous worldly power, wisdom, character, knowledge, honorable people, and abilities they need. society, country, and country.[31]

Nawawi argues that council training is an applied science in the field of Teaching which is the advancement of the exercise or the whole series of energy control helps various individuals to achieve instructive goals in regulated and deliberate ways held under certain conditions, particularly formal educational institutions. As stated by M. Yanto, the implementation of learning is an automatic movement of instructors in planning education, thus causing students to learn in the classroom, which emphasizes the provision of student learning assets in the classroom. The learning climate essentially affects the nature of student learning, and student behavior can shape the learning climate itself.[32] Which helps will increase the achievement of the board's instructions. Non-actual climate such as good correspondence, favorable situations, and conditions will work with board cycle training so that instructive goals will be easier to achieve.[33]

Many experts have given their speculations and ideas related to the board in their perspective. Schermerhorn characterizes executives as, "board is a method involved with organizing, coordinating, driving, and controlling the utilization of assets to achieve implementation goals". The board is characterized as the most common way to organize, coordinate, coordinate, and control the utilization of existing assets to achieve the goals to be achieved. The material displayed contains prevailing realities, ideas, standards, and methodologies and is written as a focus according to the details of the achievement of abilities. At the stage of understanding setting the board, it is important to decide which abilities to be recognized in learning exercises.[34] Given these abilities, then made subjects, sub-subjects and subjects to be delivered. Writing exercises for kindergarten-age children place more emphasis on exercises to communicate feelings, thoughts, or thoughts through images that are freely composed or unrelated to formal writing rules.

Definition of Non-Formal Education

Nonformal education is an education that is done regularly, deliberately completed, but not too strictly maintaining decent guidelines, as in conventional instruction in schools. Since non-formal training is generally completed rather than in an actual school climate, non-formal teaching is related to schools outside of school. Thus, non-formal teaching is completed outside the school, so the fundamental objective is the individual of the local area. Therefore, non-

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[31] Usman Husaini, "Manajemen Pendidikan," *Yogyakarta: Universitas Negeri Yogyakarta Press*, 2004.

[32] Yanto M, "Manajemen Mutu Pendidikan Anak Usia Dini Wijaya Kusuma Rejang Lebong," *Jurnal Zuriah: Jurnal Pendidikan Anak Usia Dini* 1, no. 2 (n.d.): h. 97-106, http: //journal.iaincurup.ac.id/index.php/paud.

[33] Murni Yanto, "Manajemen Sekolah Dalam Pengelolaan Kegiatan Guru Bahasa Indonesia Di Sekolah Dasar," *ESTETIK: Jurnal Bahasa Indonesia*, 2015, h. 15, https://doi.org/10.29240/estetik.v3i1.1479.

[34] Yanto M, "Manajemen Dan Mutu Pembelajaran Bahasa Indonesia Di SMP Negeri 4 Rejang Lebong," *TADBIR: Jurnal Studi Manajemen Pendidikan* 2 (2018): h. 8, http://dx.doi.org/ 10.29240/jsmp.v2i1.388.

formal teaching programs should be made in such a way that they can be adjusted even if they are clear, while still attracting legitimate attention to school customers.[35]

According to Sudjana, nonformal training was one of the many terms that appeared in educational exams towards the end of the Seventies. The terms of training created at the world level at that time were: long-term schooling, repetitive instruction, super durable training, casual instruction, local area instruction. , augmentation training, mass instruction, social schools, adult schools, and continuing with instruction.[36]

Ali Nurdin reveals that the characteristics of non-formal teaching are as follows: "A momentary training file; each learning program is a specific package and is usually structured for urgent needs; The prerequisites of registration can be completely adjusted, both in age and age. capacity level; the needs of administrative components are much more easily adjusted; the course of a topic or activity is somewhat more easily adjusted; not layered sequentially (although there are levels, e.g. elementary, middle, and undeniable levels, it is also generally not as severe as the level in the education system); and the assurance and meaning of the value of certification are not really reliable." Based on the quality of non-formal schooling above, it can be expected that non-formal schools have adaptive qualities because they tend to be coordinated with the potential and needs of the region.

A nonformal school is any educational activity from a broad perspective where there is customary and coordinated correspondence, held outside the conventional school subsystem so that individuals or groups obtain data, preparation, and direction according to their age and needs.[37]

Yoyon and Entoh's non-formal teaching is that nonformal training (PNF) is any coordinated and organized movement, outside of a pre-established education system, completed freely or is an essential part of a broader course of action deliberately undertaken to serve students. to achieve certain learning goals.[38]

Birth of Nonformal Education

The rise of nonformal education around the late 60s to mid-70s as in their book Philip Coombs and Manzoor A.P.H. (1985) The World Crisis In Education[39] This is due to the need for such widespread teaching, especially in developing countries.

Scope and Characteristics of Nonformal Education

Nonformal educational characteristics have the following characteristics: (1) As far as goals: Short-term and explicit, expect to meet specific needs realization capacities for present and future life. The absence of accentuation of the importance of certificates, learning outcomes, confirmed or not, can be applied straightforwardly in life at work or in the eyes of

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[35] A Q Muslim and I G S Suci, "Peran Manajemen Pendidikan Nonformal Berbasis Masyarakat Sebagai Upaya Peningkata Sumber Daya Manusia Di Indonesia," *Pratama Widya : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020).

[36] Sudjana, *Pendidikan Nonformal: Wawasan, Sejarah Perkembangan Falsafah & Teori Pendukung Serta Asas* (Bandung: Falah Production, 2021), h. 107.

[37] Safari S. M., Maisah, and Jamilah J, "Fungsi Pengawasan Kepala Bidang Pendidikan Non Formal Dalam Meningkatkan Layanan Di Lembaga Pendidikan Non Formal Dinas Pendidikan Kabupaten Kerinci," *Doctoral Dissertation, UIN Sulthan Thaha Saifuddin Jambi*, 2020.

[38] Suryono Yoyon and Entoh Tohani, *Inovasi Pendidikan Non Formal* (Yogyakarta: Graha Cendekia, 2016).

[39] M. Coombs, P.H. and Ahmed, "Attacking Rural Poverty: Hoe Educatin Can Help, Baltimore," ed. 1, 1974.

the public. In the TQM idea, higher madrasa graduates are used as graduates to remain a mark of value.[40] Rewards are earned during the process and at the end of the program, in the form of goods produced, income, skills.

(2) As far as program content, educational plans are focused on student interests, educational programs shift based on different student progress needs. (3) To the extent that the teaching and learning process is focused on the local and institutional climate, learning exercises are carried out in different conditions (network, work environment) or in non-formal school units (learning studios), setting up fixations, etc. (4) Customizable program structure, concentrating on programs that shift in type and succession. Exercise progress should be possible while the program is running. (5) Focused on students, learning exercises can use resources gained from a variety of skills and teachers. Students become learning assets, with an added emphasis on educating and learning exercises. (6) Save on accessible assets, use locally accessible energy and offices and workplaces to save costs. (7) As far as program control is carried out by program implementers and implementers, control is not concentrated, coordination is carried out by relevant agencies, independence is at the program and provincial level and emphasizes encouragement and investment at the regional level.

A popularity-based methodology, the relationship between instructor and students is described by an equivalent relationship based on employment. Program improvements are carried out evenly between teaching, students, and other interested parties.

Non-formal Education Management Approach

Various goals that have been set will also determine the pattern of approach:

Community Demand Approach

The people group request approach is the conventional way of dealing with training progress. This approach depends on the point of meeting the need or demand of everyone to go to school at a certain place and time in the monetary, social, political, and social circumstances that existed around that time. Using this structuring approach, school structuring in everyday life should measure future needs by directing investigations into (1) Population development, young population. (2) Percentage of residents who go to class. (3) Students progress from one level to a higher level and from one level of training to a more significant level. (4) Decisions or wishes of the community and society regarding the types of schools.

Employment Approach

In this employment approach, educational activities are directed at efforts to meet the national need for manpower. Under these conditions, most countries anticipate that schools should plan and produce a talented workforce for advancements in agriculture, exchange, modern, and so on and about aspiring pioneers who are brilliant in their vocation. Thus, instructive organizers should seek to gauge the amount and nature of work expected by any public improvement movement. For this situation, the training provider can ensure that the office arrangement and the direction of student progress are truly based on the needs of the

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[40] Yanto M and Siswanto, "Manajemen Sarana Prasarana Mutu Pembelajaran Di SMKN 1 Rejang Lebong," *Jurnal Evaluasi* 5.1 (2016): h. 166.

assessed workforce, which are still on the air or made previously according to interests and conditions.

Reward Value Approach

Such a methodology has the hope that useless instructive exercises can be eliminated through this valuable speculation effectiveness course or reward approach. In addition to the approaches above, there are also different ways to handle non-formal instructions:

Management is a collaboration of people

The non-formal instruction director is connected with managers as bosses, city/regional sub-district school principals with different staff, heads of general workplaces, to training chaplains with different departments and different businesses. In this way, the board influences many individuals to achieve the goals it has set up. People from the ecclesiastical level to the institutional level (directors, mentors, etc.) must have the same insight in completing their practice, in order to specifically achieve the agreed goals correctly and proficiently.

Management is a process

This approach accentuates managerial behavior, being a certain authoritative exercise. Henry Fayor's examination of key managerial composure characterizes five general authoritative capacities, specifically preparation, drafting, ordering, planning, and controlling.

Management as a system.

A board is a whole consisting of parts that interact with each other in interaction to turn inputs into uses.

Management as management.

Assuming you examine the organization from an administrative glass, you will see that there is an act or board of assets claimed by the association or assets that must exist to achieve the stated goals. Existing assets should be used productively and as successfully as expected.

Non-formal Education Program

Based on the relevance to development, divide the program into three categories: (1) Education in Non-Formal Education must be in accordance with agricultural, service and industrial development, because it will help development; (1) politics will not be separated from society so that there is a need for political learning, one of which is education that must be relevant to fostering political awareness; (3) education that is relevant to the development of socio-cultural values. The description above is a non-formal education program that has been classified by experts, with the aim of facilitating understanding and making it easier to apply for these programs in life. Educational Breakthrough.

CONCLUSION

Based on the research results obtained, it can be concluded: tends to be completed: (a) Implementation of non-formal training programs explicitly for the equalization program (Package) for prisoners at the Rejang Lebong Penitentiary. Implementation of non-formal training programs. Bundle C identification schools for prisoners conducted by correctional institutions have been going very well, as can be seen from the preparation of the program, the division of tasks between organizations and between staff, the ability of guides according to general training principles, efficient documentation, and details. The education plan used is the

K-13 education plan, observations and assessments from the Education and Culture Office of Rejang Lebong Regency are carried out periodically. The prison helps PKBM "Bina Sejahtera" which is under the authority of the Department of Education and Culture. Obstacles seen in carrying out non-formal education and training explicitly for the equivalence school program (Package) at Rejang Lebong Prison: First, it is still difficult to facilitate citizens to learn when bundle lesson hours will be held. Prints while students are still in the square and will be brought to the homeroom for illustrations. The resident's accumulated tons of useful knowledge pondering it was smarter to go to class than exhausted in the square. Second, the reaction of students who still have difficulty understanding the material when learning takes place. This makes it difficult for educators to implement learning strategies. Third, there are educators who have not met the participation guidelines. Educators are often unable to participate. So that students cannot do the pursuit of the package as stated on the schedule. Fourth, the accessibility of the office framework which is still mentioned is not sufficient to implement learning strategies. Efforts to overcome the obstacles faced: To overcome the various obstacles that occur, various groups, work together to overcome any existing obstacles in accordance with the strengths and capacities of the principles of each party. Curup prison is connected to offices and foundations as well as the discipline of learning residents. PKBM Bina Sejahtera is connected to the guiding discipline, the Department of Education and Culture manages observations and assessments and supports spending plans.

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