Evaluation of non-formal education management in maluku province

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| **Article Info** |  | **ABSTRACT** |
| ***Article history:***  Received Jun 9, 2018  Revised Nov 20, 2018  Accepted Dec 11, 2018 |  | The study was aimed at evaluating the management of Non-Formal Education institution in Maluku Province. Mixed methods was applied to conduct the study with the population included all 24 accredited Non-Formal Education Institutions in Maluku Province in 2017-2018. The non-formal institutions namely Central Maluku Regency 2 PKBM, Southeast Maluku Regency 2 LKP, and 1 PKBM, Buru Regency 2 LKP, and 1 PKBM, Tanimbar Islands Regency 6 PKBM and Ambon City 3 LKP, 6 PKBM and 1 SKB. The sample of this study was 24 Non-Formal Education institutions (population sample) with census techniques, and 2 educators and 2 learning residents were also involved be interviewed. In collecting the data, several instruments were implemented such as non-test techniques in the form of assessment rubrics, observation, interviews, and documentation studies. In analyzing the data, the CIPP (context, input, process and product) was used as the bases theory and it was analyzed through quantitative and qualitative descriptive analysis ways. The results of this study reported that Non-Formal Education Institutions in Maluku Province didn’t optimally in applying the principles of good governance in the institution management and it was categorized in low level based on the CIPP Model of evaluation. |
| ***Keywords:***  Evaluation  Management  Non-Formal Education  CIPP model |
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1. **INTRODUCTION**

Informal education is defined as a lifelong educational process where each individual gains attitudes, values, skills and knowledge gained from daily life experiences in the environment of family and neighbors, workplaces, playgrounds, markets, libraries and mass media. Non-formal education is defined as any organized educational activity outside the established formal system; carried out separately or integrating several broader activities; done deliberately to serve certain learning residents in order to achieve their learning goals [1].

Non-formal education is a reliable tool for the inculcation of social action [2]. Non-formal education is a learning strategy that infuses ideas, knowledge outside of conventional school. Learning can occur in various locations; have relevance to the needs of disadvantaged groups; care about certain categories of individuals. Focus on clear goals, flexibility in organization and methods [3].The presence of Non-Formal Education Institutions (NFE), when it is observed, is a social movement that needs to be appreciated; because it can help the government to educate some of the children that have no access to the formal education for some reasons [4]. The Government of the Republic of Indonesia continues to improve the management quality of Non-formal education Institutions. Therefore, since 2014, the Non-formal education Institution began to be accredited. The amount is shown in Table 1.

Table 1. Amount of Accredited Non-Formal Education in Indonesia

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Institutions | Year | | | | |
| 2014 | 2015 | 2016 | 2017 | 2018 |
| PKBM | 263 | 532 | 968 | 1,082 | 1,466 |
| LKP | 732 | 809 | 591 | 456 | 713 |
| TOTAL | 995 | 1.341 | 1.559 | 1.538 | 2.179 |

Source: BAN PAUD and PNF, 2019

Table 1 shows that the number of Non-formal education institutions in Indonesia from 2014-2019 has continued to rise to 7,612 institutions, with details: PKBM total 4,311 institutions and LKP total 3,301 institutions. Regard to this stat, the data of Non-formal education Institutions in Maluku Province has been accredited by 25 institutions with the details: LKP 7 institutions and PKBM / Learning Activities Workshop as many as 17 institutions.

The government's efforts led to quality improvement. However, it was realized that based on several groups' observation most of Non-formal education Institutions had not shown adequate quality. There are 9 fundamental problems that trigger non-formal educational institutions not yet qualified, namely 1) economic motive factors; 2) misconceptions about Non-formal education factor; 3) factors of inadequate qualifications and competency of the educators; 4) factors of learning attitudes and habits of learning residents; 5) economic factors; 6) factors of low awareness on Education; 7) geographical factors; 8) the inability to utilize the environment as a source of learning and creative economic endeavors and 9) the factor of limited access to Information Technology [5].

Moreover, when it was related to good management or good governance factor, it also found that there were serious problems in almost all Non-formal Education institutions in Indonesia. Based on the observations of various parties, most of these institutions have not yet applied the principles of good management (good governance) [6]. In fact, Indonesia's territory is potentially rich in islands with beaches, lakes, mountain slopes, bio-diversity and cultural diversity. Most of the potential natural resources have not been well enjoyed by the people of this country. The problems were the inability to read market opportunities due to limited Human Resource. The Non-Formal Education institution is still drowned in the safe zone and has not found the right formula to improve the quality and competitiveness of the institution effectively, efficiently and productively [7].

The era of the industrial revolution 4.0 provided considerable opportunities for the Non-Formal Education institutions to work on it. In that context, if all this time these institutions are still trapped in the old literacy, the accent is solely on the mastery of vocational and basic literacy (the ability to read, write, and count/mathematics, then entering the revolution era 4.0, PNF institutions are required to apply new literacy. New literacy is focused on three main literacies namely, 1) digital literacy, 2) technological literacy, and 3) human literacy [8]. These three literacies are predicted to be skills that are very much needed in the future or in the industrial era 4.0. Digital literacy is directed at the aim of increasing the ability to read, analyze, and use information in the digital world (Big Data) [9,10]. Technology literacy aims to provide an understanding of how machines work and technology applications, and human literacy is directed at improving communication skills and mastery of design science [11, 12].

The mastery of new literacy is expected to create competitive graduates by perfecting the old literacy movement which only focuses on improving reading, writing and mathematics skills [13, 14]. Workers in all fields in the Industrial Revolution era 4.0, both technical and managerial workers, are required to have digital skills. In addition, social skills are also a major prerequisite for workers in the Industrial Revolution 4.0 era [15].

In this context, the management of Non Formal Education institutions is very strategic. The management of these institutions in marine area is defined as the process of structuring the institutions by utilizing the potential of the islands simultaneously to support the achievement of the vision, mission and goals of these institutions effectively, efficiently and productively [16]. The essential elements of management in the Non formal Education institutions of the islands in the Revolutionary 4.0 era are visualized in Figure 1.

Assessment: the focus of potential and problems of marine NFE institutions in the 4.0 industrial revolution era

Stage 1: Revitalization of the vision, mission, goals, policies, programs, time, targets of key indicators, budget and implementation procedures

Planning Documents: RENSTRA and RKT

Stage 2: Program Realization; the application of the good governance principles, online learning, offline, individuals and groups

Stage 3: Evaluation of the performance of individuals, institutions, the measurements satisfaction index of learning residents and public

Figure 1. Essential Elements of NFE Institutions' management for marine areas in the Industrial Revolution era 4.0

Figure 1 shows the synergy of the main elements of Non-formal Education institutions management in the industrial revolution era 4.0. First, Program Planning. Planning becomes the initial stage for Non-formal Education institutions to achieve excellence and competitiveness. Planning begins with a comprehensive assessment to mapping the potential and problems faced by these institutions. The plan involves internal and external stakeholders.

The assessment steps include: 1) implementing a PRA (Participatory Rural Appraisal) by involving local communities. PRA is an approach that emphasizes community involvement in all activities. The purpose of PRA method is to make the community members as researchers, planners and development program implementers and not as objects of development. 2) Identifying the situation at the target location, 3) conducting a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) 4) identifying follow-up required problems; 5) identifying the needs required in the future; 6) identifying constraints that can hinder the implementation of the plan and 7) identifying the strategies needed to achieve the plan of activities. The assessment data result is used as a reference to revitalize the vision, mission, goals, strategies, policies, programs, time, targets, key indicators, budget and program implementation procedures that will be regulated in two planning documents, namely Strategic Planning (RENSTRA) and Operational Planning (RKT / RENOP).

Second, Program Implementation. It is the second stage for Non-Formal Education institutions to implement the program that has been prepared. The implementation of the PNF program is prioritized on how to make the support capacity of the marine environment as well as the availability of means of communication and digital technology being effective. Facilities such as: Local TV, Frontier Radio, video conferencing, E-learning, video learning, e-mail, social media usage (Whatsapp, Facebook, etc.) can overcome the constraints of space and time limitations as a result of geographical constraints. Given the real condition of Non-formal Education institutions, the implementation of learning activities can be done online or in a network and offline or out of network. Therefore, learning can be done both classically and individually.

Non-Formal Education institutions in the implementation of the program should move on from management with bad governance style by adopting practical management that prioritizes the principles of good governance and clean government [17]. Third, Program Evaluation. This stage is the final stage to find out how far Non-Formal Education institutions achieve performance targets according to the vision, mission, goals and targets set in the planning document. By doing the evaluation, it will be known what percentage of these institutions' absorption of the planned program, what are the problems and solutions for their improvement [18].

In addition, a performance evaluation and satisfaction index calculation was conducted either. Performance evaluation is done both to measure individual performance and the performance of the institution[19, 20]. In addition to performance evaluations, it is also necessary to conduct a survey of satisfaction of learning society towards the performance of educators [21], a survey of satisfaction of educators and educational staff towards the leadership of the institutions [22], surveys of public satisfaction levels toward the management of Non-Formal Education institutions [23], tracer studies of the receiving ability of the graduates and the user satisfaction level toward the graduate performance [24].

Besides good management, English language skills and mastery of digital technology are prerequisites for Non-Formal Education Institutions to exist [25]. The success of the Institutions in the future is very much dependent on the ability to synergize the potential of the sea-island, the ability of English and the use of digital technology [26]. Through digital technology and English language skills, the institutions have broad access to increase the number of learning society, reduce inefficiencies in various aspects, increase tourism promotion and tourist attractiveness, increases the volume of marketing products and services, open access to investment and new job opportunities that have implications on increasing revenue [27, 28]. The Management of the institutions will thus have a multiplier effect both for learning society, surrounding communities and for the institutions itself. At this point the institution will become an independent institution. In addition they are no longer marginal institutions but will become mainstream institutions.

1. **RESEARCH METHOD**

This study applied mixed methods approach which meant that quantitative facilitating qualitative. This research variable was an independent variable, namely the evaluation of the Non-Formal Institutions Management. The Institutional management evaluations in this study used the Context, Input, Process, and Product (CIPP) approach.

Context evaluation is intended to assess problems, assets and opportunities to help policymakers set goals and priorities and help other user groups know their goals, opportunities and results. Input evaluation is carried out to assess alternative approaches, action plans, staff plans, and funding for the continuity of the program in meeting the needs of the target group to achieve the stated goals. This evaluation has the benefit that policymakers can choose the design, funding allocation, allocation of implementing resources and schedule of activities that are most appropriate for the continuity of the program. The process evaluation is used to assess the implementation of the prepared plan to assist the implementers in carrying out activities and then will help other user groups know the program's performance and predict the results. Product evaluation is carried out by identifying and evaluating the results achieved both in the short and long term programs. Evaluation of results is identified from the impact, effectiveness, sustainability and adaptability [29].

Each of these dimensions is briefly interpreted as follows: a) Context: the situation or background that influences the planning of the development program; b) Input: the quality of inputs that can support the achievement of the development program; c) Process: the planned program implementation and d) Product: the results achieved in the implementation of the program. The dimensions, indicators, standards and methods of measurement are shown in Table 2.

Table 2. Dimensions, indicators and standards and measurement technique

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dimension | Description matrix | | Judgement matrix | |
| Intent | Observation | Standard | Judgement |
| **CONTEXT** | Content Standard | Content Standard | Permendikbud No.137 of 2014 concerning National Standards for Early Childhood Education | Give consideration to the document assessment rubric |
| Process Standard | Process Standard |
| STPPA Standard | STPPA/SKL Standard |
| Educator and Education Staff Standard | Educator and Education Staff Standard |
| Facilities and Infrastructure Standard | Facilities and Infrastructure Standard |
| Management standard | Management standard |
| Financing Standard | Financing Standard |
| Educational Assessment Standards | Educational Assessment Standards |
| **INPUT** | Strategic Planning | available Strategic Planning | se scanning environment, vision, mission, goals, strategies, indicator and stakeholder engagement, | Give consideration to the document assessment rubric |
| Annual Work Plan | Available Annual Work Plan | SMART, clear budget, stakeholder involvement |
| Curriculum, Syllabus and Lesson Plan | Available Document of Curriculum, Syllabus and Lesson Plan | The curriculum, syllabus and lesson plans are in accordance with the guidelines |
| Student Input | Student Population | Population trends |
| Teacher Input | Teacher Qualification and Competency | Teacher competency standards are based on Permendikbud No 16 of 2007 |
| Human Resource Management Input | Qualification and Competency | UU No.14 2005 concerning teachers and lecturers and PP 74 of 2008 regarding teachers |
| Inputs Facilities and infrastructure | Availability and adequacy of facilities and infrastructure | Infrastructure standards are based on Permendikbud no 24 of 2007 |
| Funds / financing | Availability of funds | The financing standard is based on Permendikbud No. 32 of 2013 concerning Education financing standards |
| Evaluation Documents | Available annual evaluation documents, performance and satisfaction | Annual Work meeting, performance achievements, satisfaction measurements, stakeholder engagement |
| IT Devices | Available IT Devices | Wifi, WEB, WA, Email |
|  | Learning Management | Implement learning management professionally | Appropriate teacher performance with RPP with syllabus with MC, BC, Indicators, materials, learning models, APE and HOTS questions |  |
| **PROCESS** | Management Information System | Good Management Information System Implementation | Information is submitted regularly, letters, bulletin boards using the web, e-mail, WA groups. | Give consideration to the document assessment rubric and interviews |
| Realization of the Strategic Plan and RENOP | 1. Arranged RENSTRA and RENOP 2. Implemented RENSTRA and RENOP | The planning document contains the vision, mission, objectives, indicators, programs and budget, the RENSTRA document is spelled out in RENOP, involves stakeholders, is well applied | Provides consideration of the document assessment rubric and interviews |
| Learning management implementation | Learning management implemented | When fulfilling all the criteria: the suitability of the lesson plan with the syllabus, the suitability of KI and KD, KD with indicators, material with strategy /, learning models, conformity of material with APE, evaluation with criteria (HOTS), active students, there is a balance of theory and practice and flexible learning schedule | Provides consideration of the document assessment rubric and interviews |
| Orderly Administration | Orderly administration Implemented | Practical management: guest book, Inventory book, Inventory book, lending book, parent learning book, note book, supervision book, agenda book, expedition book, general KAS book (BKU) and assistant cash book (BKP), monthly report book , book payment of honorarium, receipts, tax invoices, proof of payment of electricity, water, telephone and documented annual reports | Give consideration to the document assessment rubric |
| Evaluation and monitoring | (monitoring and evaluation) MONEV implemented | The monthly evaluation, the annual semester, the supervision, the institution and individual performance measurement, the index of community satisfaction with management, the index of community satisfaction with the competence of graduates and the tracer study | Give consideration to the document assessment rubric and interviews |
| **PRODUCT** | Academic achievement | Increased percentage of learning residents | The percentage of graduation from the national examination has increased, the average learning achievement | Give consideration to the document assessment rubric, observation, skill test and interviews |
| Non-academic achievements | Become champions of Sports and art competitions | Achieved medals in sports and arts activities |
| Presentation of output utilization | Increases OUTPUT bargaining power | the number of further studies, the percentage in employment, the number of entrepreneurs |
| Appropriate Technology | Improvement of Appropriate technology, positive market response | Appropriate technology products: quantity and quality and positive market response |
| Self-funding | Increases the number of self-funds | The trend of self-funds in the past 2 years |
| English Literate | Increased English language literacy | Ability to speak, write in English, be a guide |
| Mastering IT | Increasing IT mastery | The ability of MS Word, excel, power point, internet access |
| Learning residents population | the number of learning residents Increases | The trend of increasing the number of learning residents (at least 10%), there is an entrance test |

The population of this study is all Non-Formal Education institutions that have been accredited in Maluku Province in 2017-2018 are 24 institutions. The research sample was set to the population of the study, namely 24 Non-Formal Education institutions (population samples) with census techniques whose details are as follows: Central Maluku Regency 2 PKBM, Southeast Maluku Regency, 2 LKP and 1 PKBM, Buru Regency 2 LKP and 1 PKBM, Tanimbar Regency Island 6 PKBM and Ambon City 3 LKP, 6 PKBM and 1 SKB. Based on the Institute's sample, the main informants of this study were 24 Institute leaders. In addition, 2 educators and 2 learning society are set to be interviewed. Data collection techniques used in this study are non-test techniques in the form of assessment rubrics, observation, interviews and documentation studies.

The data analysis technique used is quantitative and qualitative descriptive analysis techniques. Quantitative descriptive analysis techniques are used to analyze data obtained from the rubric of assessment. Data is presented in table form that illustrates the quantified management trend that quantified in the form of ranking:

|  |  |
| --- | --- |
| 75% <x ≤ 100 = 4 | High |
| 50% <x ≤ 75% = 3 | Fair/moderate |
| 25% <x ≤ 50% = 2 | Poor/Low |
| 0% <x ≤ 25% = 1 | Very Poor/Very Low |

While the qualitative descriptive analysis technique, is used to analyze data obtained from observations, interviews and documentation studies. Besides that, it is also used to explain further or give deeper meaning to quantitative analysis.

1. **RESULTS AND DISCUSSION**

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily [2, 5]. The discussion can be made in several sub-chapters.

**3.1 The Context Aspect**

Context dimension analysis, namely the level of achievement of accreditation results in 8 national education standards. Since 2017-2018 there are 24 accredited Non institutions. Of these, as many as 2 Institutions (8%) were accredited A; 14 Institutions (58%) are accredited B; 8 institutions (33%) are accredited C. The results of the achievement of 8 national education standards are shown in Figure 2.

Source: BAN PAUD dan PNF Provinsi Maluku 2019

Figure 2. The results of the achievement of 8 national education standards

The percentage of Non-Formal Education institutions' achievements on 8 national education standards, three of the standards reached good category, namely standard 1, graduate competency standard (78.77%); standard 2, content standard (72.51%) and standard 5 infrastructure facilities (72.11%) while the other 5 standards are on the moderate category (under <70%). From the 5 standards, the management standard has lower achievement percentage than others, namely (63.99%); followed by financing standards is 67.10%, education assessment standards is 68.18%, process standards is 68.44%, and 69.02% for educator and education staff standards. This data confirms that the achievements of the Non-Formal Education Institution in 8 national education standards are generally in a sufficient category.

The low achievement of these standards is surely there reasons follows. To dissect the problem, the results of our interview with H.A. one of the leaders of the Non-Formal Education Institute as follows:

"From my experience the Non-Formal Education institution so far, has not been seen as an institution that equivalent to formal educational institutions. We can see from the seriousness of the Regional Government cq. Relevant agencies. We try based on our capabilities but lack government support. Local government support is very limited. In terms of quality, namely the fulfillment of 8 national education standards, we feel helped by the socialization and workshops given by assessors of BAN PAUD and Non-Formal Education Institution of Maluku Province. However, the documents we have are incomplete. So, in order to fulfill 8 standard documents, we borrow documents from other Institutions or Offices and copy it, so that our Institutions are declared eligible to be visited" (Results of an interview with H.A. March 1, 2019).

H.A.'s statement is following the documentation study that we conducted. Through document review, we found that most of the 8 national education standards documents owned by the Non-Formal Education Institution were unfiltered documents (copied and paste). Most of these institutions did not have well-planning documents. In this study we only found 3 Strategic Planning (RENSTRA) documents. While the RKT document is owned by most Non-Formal Education Institutions. Practical management such as guest books, agenda books, expedition books, inventory book, accounting / bookkeeping, minutes of meetings, reports, and arrangement of archives are not well ordered. We have encountered this condition at around 90% of Non-Formal Education institutions. Based on the data above, it can be said that the governance of Non-Formal Education Institutions, has not been placed under the principles of good governance.

**3.2. Input**

Table 3. Dimension Input

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indicator | Score | | | |
| No Evidence /not fulfilled | Less fulfilled | Half Fulfilled | Fulfilled |
| 1 | 2 | 3 | 4 |
| 1.Strategic Planning | 21 | 4 | 3 | 0 |
| 2.Operational Plans | 0 | 48 | 0 | 0 |
| 3.Curriculum | 0 | 46 | 3 | 0 |
| 4. Learning Society Input | 0 | 36 | 18 | 0 |
| 5.Educators Input | 0 | 23 | 30 | 8 |
| 6.HR Manager Input | 0 | 48 | 0 | 0 |
| 7.Facilities and Infrastructures Input | 0 | 8 | 30 | 40 |
| 8.Fund/ Financing | 0 | 26 | 27 | 8 |
| 9.Evaluation Document | 0 | 24 | 36 | 0 |
| 10. IT Devices | 13 | 22 | 0 | 0 |
| 11. Learning Management | 12 | 20 | 6 | 0 |
| Total Score of Input Dimension = 552 | 47 | 305 | 144 | 56 |
| Input Dimension Value:  *(0% < x ≤ 25% = 1; 25% < x ≤ 50% = 2; 50% < x ≤ 75% = 3; 75% < x ≤ 100 = 4)* |  |  |  |  |

Based on the data in table 4.3, the total score of input dimensions obtained is 252. Most of the scores are in a small part category that is equal to 305, followed by partially fulfilled 144, No Prove / not fulfilled are 47 and fulfilled is 56. The determination of categorization is based on the following criteria:

|  |  |
| --- | --- |
| 4 x 11 x 24 = 1,056 | High |
| 3 x 11 x 24 = 792 | Fair/Adequate |
| 2 x 11 x 24 = 528 | Low |
| 1 X 11 X 24 = 264 | Very Low |

Total score of input dimension data collection = 552. Thus, the percentage of Input Dimensions of 24 Non-Formal Education institutions in Maluku = 552: 1,056 = 52%. Based on the results of these calculations, in continuum way the categories can be made as follows:

264 528 792 1056

Very Low Low Adequate High

552

Based on this continuum line, the score 552 is between low to adequate intervals. Therefore, it was concluded that the Non-Formal Education institution's Input dimension score in Maluku was 52% (in the sufficient category).

The results of interviews with informants about the input dimensions obtained as follows:

"As the leader of the institution, we are trying to fulfill this input dimension. For example, related to planning, we don't have a strategic plan or RENSTRA. However, we have had a vision, mission of institution already. Our institution has an annual work plan document (RKT). We compiled the RKT documents by ourselves. We already have K13 curriculum document. The input of our learning residents is uncertain. On average each year, ranges from 20-30 people. We still lack of teaching staff so that to meet our needs, we hire from high school and vocational schools so they can help us teach in equal education programs. While in computer course activities, we have 2 computer personnel who work double as instructors and help us to organize the administration. We have our own building with supporting facilities for classrooms, kitchens and teacher's rooms and toilets. Our financial support is obtained from the Government Operational Assistance (BOP) and course fees from learning residents. The funds we received are still very limited to finance all the activities of the institution. Each teaching staff has used their own reference book as a guide in carrying out learning activities and implementing computer courses "(Results of an interview with O.N. dated March 2, 2019).

O.N's statement is in accordance with the documentation study that we conducted. Through the documentation study, we found that only 3 institutions had Strategic Planning (RENSTRA). This RENSTRA is prepared by the head of the Institution without involving external staff and stakeholders. Based on the results of the document review, the strategic plan prepared by 3 institutions did not meet the requirements of good RENSTRA preparation. For example it does not start with environmental scanning. The Strategic Plan document owned by the Institution, in the document review, we haven't seen a match between the vision, mission, goals and programs yet. RENSTRA is not equipped with performance indicators and unit costs. Non-Formal Education institutions generally have RKT documents. However, the RKT held is not done routinely; not through annual deliberations / mechanisms and not involving internal and external stakeholders. From the document review, we found that 5 institutions which has RKT for the past 3 years; other 9 institutions, only has the one last year, while other 10 institutions haven't prepared RKT 2019 yet (RKT owned is RKT 2018). The Institutional RKT is only 2-3 pages containing the program, implementation time, costs and is not completed with performance indicators. Specifically 3 institutions that have RENSTRA, there we found that there was no consistency between the RENSTRA and the RKT.

The K13 document is owned by all institutions. However, the K13 owned by the Institute is the result of a copy-paste from the national curriculum and there are absolutely no modifications. The K13 document that we found was only document 1 whereas documents 2 and 3 owned by the Institute were mostly not self-compiled documents but the results of copy-paste from a formal education institution.

The learning population is very varied. Data from the documentation study found that the population trend of learning residents is uncertain. Overall, the population trend of learning residents only increases by around 5-7% per year. The population is inadequate if it is associated with the standards that we set in this study which average increasing is 10-20% every year. There is no special selection for learning residents. The profile of them have not been well administered.

Most of the teaching staffs are S1 graduates. However, most of the teaching staffs are workers hired from formal schools. Some Non-Formal Education Institutions have teaching staff, but the number is very minimal compared to the number of learning citizens. Training for supporting teacher competency has not been widely followed by them. One encouraging development is that the leaders of Non-Formal Institutions have generally been involved in various professional organizations.

Most Non-Formal Education Institutions (70%) do not have their own buildings yet (Institution offices and houses become one), as much as 15% of institutions are renting and or borrowing, and another 15% have their own buildings. Non-Formal Education institutions generally have a leader office, teacher's room, practice room equipped with public bathing, washing, and toilet facilities. However, some institutions still borrow from formal school classrooms for learning activities. The learning support facilities that appropriate with curriculum is still very minimum. Non-Formal Education Institution does not have inventory fund reserves for Institution development; doesn't have good records yet. Most institutions do not use general and supporting cash books, bank handbooks, tax assistant books, payment books and salary/honorarium books.

Non-Formal Education institutions mostly have not evaluated all Institute activities yet. This is proofed of the absence of annual evaluation report documents, performance evaluation and public satisfaction index. In addition to minutes of the meeting, we did not find the results of the supervision. Some institutions do not have internet networks yet, with sufficient capacity. The problem is due to isolation, electricity network that often goes out especially in 3T area. Besides, the financial capacity of the Institute is not very helpful. Most institutions depend on government operational assistance funds.

**3.3. Process**

Table 4. Process

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indicator | Score | | | |
| No Evidence /not fulfilled | Less fulfilled | Half Fulfilled | Fulfilled |
| 1 | 2 | 3 | 4 |
| 1.Application of Management Information System (SIM) | 11 | 22 | 6 | 0 |
| 2.Realization of RENSTRA and RENOP | 10 | 20 | 6 | 8 |
| 3.Implementation of learning management consistently | 12 | 20 | 6 | 0 |
| 4.Administration discipline | 10 | 28 | 9 | 8 |
| 5.Evaluation and monitoring | 10 | 22 | 6 | 4 |
| Dimension Process Total score = 218 | 53 | 112 | 33 | 20 |
| Score of Process Dimension:  *(0% < x ≤ 25% = 1; 25% < x ≤ 50% = 2; 50% < x ≤ 75% = 3; 75% < x ≤ 100 = 4)* |  |  |  |  |

Based on the data in table 4, a total score of process dimensions is obtained for 218. Most of the scores are in the category of a small part that is equal to 132, following no evidence / not as large as 53, partially met by 33 and a total of 20.

The determination of categorization is based on the following criteria:

|  |  |
| --- | --- |
| 4 x 5 x 24 = 480 | High |
| 3 x 5 x 24 = 360 | Fair/moderate |
| 2 x 5 x 24 = 240 | Poor/low |
| 1 x 5 x 24 = 120 | Very Poor/Very Low |

Score of Process dimension data collection = 218. Thus, the percentage of Process 24 dimensions of PNF institutions in Maluku = 218: 480 = 45%. Based on the results of these calculations, on a continuum the following categories can be made:

120 240 360 480

Sangat rendah Rendah Cukup Tinggi

120 240 360 480

Very low Low Fair High

218

Based on the continuum, a score of 218, is between very low to low intervals. Thus, it was concluded that the PNF Institutional Process dimension score in Maluku was 45%, (in the low category).

The application of Management Information Systems (MIS) becomes a very important parameter in the governance of PNF institutions because a good MIS becomes a prerequisite for data and information availability for the leadership of the Institution in making decisions. In addition, a good SIM, makes it easier for all parties to access various data and information available at the Institute. This will enhance the image and public confidence in the PNF Institution. As per the criteria we set; A good SIM must meet the criteria for use: information boards, letters, suggestion boxes, information delivered quickly, easily accessed, using the web, WA groups, Face books, emails. In this study we found that most PNF Institutions in Maluku have not managed SIM well. Most institutions already have social media such as: WA, Face book, but it has not been used as an effective communication medium between the Institution and learning residents, between the Institution and external stakeholders. Social media is still used limited to delivering announcements or important information such as learning schedules, exams or other academic activities. Most institutions do not have a web yet. The use of email is still very limited.

As many as 3 PNF institutions already have RENSTRA documents and all Institutions have RKTs. Through this study, we found that the planning documents (RENSTRA and RKT) did not meet the established standards. The ideal planning document must contain the vision, mission, objectives, indicators, programs and budget; it is not obeyed. Based on document review, we find that the RENTRA and RKT documents have never been revised periodically. Informant A.R. an educator put forward as follows:

"Our institution has a Strategic Plan document compiled by the head of the Institution which contains the vision, mission, goals and work program. We also have the RKT document prepared by the leadership of the Institute. These two documents have not been used as a reference in the implementation of the program. There is no standard Institution Program. During this time if there are directives from the Department of Youth Education and Sports for example there are festivals, training, or certain programs that we are obliged to participate, then surely we are involved. Whereas the Institutional program which was independently supported by Institutional funds has never been implemented "(Results of an interview with A.A. dated March 5, 2019).

All Non-Formal Education Institution management ultimately leads to implementation in the classroom with learning residents. Therefore, good learning management is needed. The implementation of learning management in Non-Formal Education institutions at least meets the criteria: Lesson Plan corresponding with the syllabus, Main Competence corresponding, Basic Competence, Basic Competence with indicators, indicators with the material, material with strategy, learning models, compatibility of the material with APE, material with evaluation (HOTS questions), active students and there is a balance between theory and practice, and the learning schedule is not rigid (flexible). In this study we found that the management of teacher learning at the Non-Formal Education Institute has not been well managed. J.M. one of the educators admits that the management of learning at the Non-Formal Education Institute had not been well-paid attention. Furthermore, J.M. explains:

"Our institution does not have complete curriculum documents yet. K13Document (document 1) that we have is referred to documents owned by formal schools. We also have not described in the syllabus which allows including local content. So, in teaching, I use a syllabus from my original school; As well as lesson plan, I use mine in high school. In teaching, I have used a scientific approach with the intention that learning residents to be active; study well. However, it is not easy. I have tried to motivate residents to learn by asking questions, discussions etc. however, learning residents are difficult to be active ". (Interview with J.M. March 6, 2019).

J.M. report is confirmed by the statement of the leader of the Institute. In our interview with W.J. it is admitted that they do not have curriculum documents, syllabus and lesson plans that are prepared by themselves because of time constraints. In fact W, J. one of the teacher confessed that in teaching she sometimes did not use the lesson plan. The explanation of the informant is in accordance with the document review. When we examine the curriculum, syllabus and Lesson Plan documents there, we find that the documents are the result of copy-paste. We are also trying to study the Lesson Plan documents of several teachers which they prepared themselves. Teacher's Lesson Plan documents after review, we found that between documents, there was a discrepancy both with the syllabus, and also the suitability of IP, with BC, BC with indicators, indicators with material, material with strategy, learning models, compatibility of material with APE, material with evaluation (HOTS Question). When we try to observe in several classes, we find that teachers teach without using lesson plans; even some teachers who use lesson plans, still having an inconsistency of their performance with the lesson plans that have been prepared. The teachers have not been able to use the K13 learning model, such as problem based learning, project based learning and Inquiry-discovery learning in learning.

From our observations of the learning process at Non-Formal Education Institutions, we find that there is a strong tendency for some institutions to be very rigid with lesson schedules. Learning generally takes place in class. This was admitted by several informants that concerning the limited time given and they should finish the curriculum target, and then most of the learning took place in a formal classroom setting. The informant admitted that teachers did not use APE because it was not available at the Institute; whereas the environment is quite supportive and can be used as a center for learning resources. IT-based learning such as distance learning, e-learning and online in our observations, has not been used. So, the accent of learning tends to be more centered on the teacher (teacher-centered). This condition is found especially in institutions that hold equality education and English language courses. In contrast, in some institutions that conduct computer and beauty courses, the orientation of learning activities is more in practice.

In this study we also found that in general, teachers have not been able to assemble questions that require higher-order thinking skills (HOTS). Curriculum organization and subjects at Non-Formal Education Institutions, carried out separately; without seeing its coherence with other subjects. Academic and vocational aspects get more pressure while character education and life skills get less attention. This aspect has become a prerequisite for Non-Formal Education graduates to have a high degree of excellence and competitiveness in the market.

The management of an institution is very simply reflected in clerical work. The criteria that we used in this study were orderly administrative with parameters: filled in a guest book, inventory book, goods lending book, main learning residents book, minutes, supervision book, agenda book, expedition book, general cash book (GCB) and Cash Assistant book (CAB), monthly report book, inventory book, honorarium payment book, receipts, tax invoices, proof of electricity payment, water, telephone and documented annual reports. In this study, we found that the majority of Non-Formal Education institutions did not organize their administration properly. Many books as mentioned are not found. Some institutions have a guest book, an inventory book, a note book, a supervision book, an agenda book, an expedition book, but they are left blank. Even if filled, it is not carried out in an orderly manner.

Evaluation and monitoring of programs and activities in Non-Formal Education institutions at least meet the standards: monthly, semester annual evaluations, institutional and individual performance measurements, measurements of the community satisfaction index for management, the community satisfaction index for graduate competencies, supervision and study tracers. To determine the extent of the successful implementation of the program at the Non-Formal Education, an evaluation was conducted. A A. one of the heads of the Non-Formal Education Institute explained that they had been evaluating and monitoring.

"Evaluation and monitoring is done for instance through supervision that I do every time. Supervision activities are intended to monitor teacher performance so that there are things that are lacking, will be given suggestions for improvement. Besides supervision, I also conduct meetings with staff, although it's not routinely. Through this meeting, we discussed various issues both academic and non-academic. For example, meetings leading up to the implementation of the national exam, evaluation meeting for graduation of learning residents, meetings towards preparations for acceptance of learning residents etc. ". (Results of Interview with M.M., March 9, 2019).

When he was asked about more comprehensive monitoring and evaluation, for example, in terms of measuring the performance of institutions and individuals, measuring the index of community satisfaction with management, the index of community satisfaction with graduate competencies, supervision and research studies, A.A. claimed that they had never done it. A.A. report is following the statement of M.M. as follows:

"In this PKBM, meetings are rare; if there is, it is usually done before the national exam. There is another meeting indeed, which is the exhibition preparation meeting on August 17, 2017. Because we are obliged to participate, so we need a meeting to discuss the necessary preparations. Regarding to evaluation and monitoring in other forms such as performance evaluation and measurement of satisfaction index, as far as I know while serving as a teacher at PKBM, there is no such thing. Supervision activities both from the Foundation and the head of the Institute are rarely conducted "(Results of Interview with M.M. March 12, 2019).

Based on the analysis above, it can be said that the Non-Formal Education Institution, has not implemented the principles of good governance in improving the performance of the Institute well.

**3.4 Product**

Table 5. Product

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indicator | SCORE | | | |
| No Evidence/ Not fulfilled | Less fulfilled | Half fulfilled | Fulfilled |
| 1 | 2 | 3 | 4 |
| 1.Academic Achievement | 0 | 0 | 60 | 16 |
| 2.Non-Academic Presentation | 12 | 22 | 3 | 0 |
| 3.output utilization Presentation | 14 | 22 | 12 | 0 |
| 4.Appropriate Technology Mastery | 16 | 8 | 12 | 0 |
| 5.Self-Funding | 17 | 6 | 12 | 0 |
| 6.English Skill Literate | 18 | 8 | 6 | 0 |
| 7.IT Mastery | 20 | 20 | 12 | 0 |
| 8.Learning Residents Population | 15 | 18 | 0 | 0 |
| Dimensional Input Total Score = 349 | 112 | 104 | 117 | 16 |
| Dimensional Input Value:  *(0% < x ≤ 25% = 1; 25% < x ≤ 50% = 2; 50% < x ≤ 75% = 3; 75% < x ≤ 100 = 4)* |  |  |  |  |

Based on the data in table 5, the total score of input dimension is 349. Most of the scores are in the partially fulfilled category which is 117, following that there is no evidence / not fulfill, in the amount of 112; a fraction fulfilled 104 and entirely fulfilled with total of 16.

The determination of categorization is based on the following criteria:

|  |  |
| --- | --- |
| 4 x 7 x 24 = 672 | High |
| 3 x 7 x 24 = 504 | Fair/moderate |
| 2 x 7 x 24 = 336 | Poor/low |
| 1 x 7 x 24 = 168 | Very Poor |

Total score of Input dimension data collection = 349. Thus, the percentage of achievement of Input dimensions of 24 Non-Formal Education institutions in Maluku = 349: 672 = 52%. Based on the results of these calculations, on a continuum can be made the following categories:

168 336 504 672

349

Very low low fair high

349

Based on the continuum line, the score 349 is between low to sufficient intervals (closer to enough). Thus, it was concluded that the Non-Formal Education Institution Product dimension score in Maluku was 52%, (in the sufficient category).

Through documentation studies, we found encouraging developments that the academic achievements of learning residents were categorized as good. This is proofed by the percentage of UN graduations ranging from 75-100% each year; the average their learning achievement ranges from 70 - 80. The academic achievement of them are not directly proportional to non-academic achievement. In this study we found that learning residents were less able to show achievements in the arts and sports. Only a few of them that won sports and art competitions; even it is also the local level. National event held by the Ministry cq. Dirjen PAUD and DIKMAS, namely PAUD &Non-Formal Education Appreciation Week. The annual event was admitted by several Institute leaders that representatives of the learning residents always participated but were only able to win the gold medal for the choir (group). While for the individual category, they have not been able to win any medals yet.

"W.O. one of the teachers explained the reason why the learning resident had not been able to compete in national events because there was no training. W.O. admitted that at Non-Formal Education Institutions activities were more focused on regular learning whereas extracurricular activities that develop the interests and talents of learning residents have never been carried out. Learning residents are just prepared at least 1-2 weeks before they go to national events such as PAUD and Non-Formal Education appreciation. Thus, it is likely that they cannot achieve top performance "(Interview results with W.O. date: March 12, 2019).

One of the parameters used to measure products is the percentage of output utilization. Based on the results of interviews with informants, it was found that the output of non-formal education institutions on average ranged from 30-40% to be accepted in higher schools (junior high, high school and university); the average that goes straight to work is around 10-20%; as many as 15-20% of graduates can create jobs (entrepreneurship). Most Non-Formal Education institutions in Maluku based on this study have not been able to produce appropriate technology in sufficient quantity and quality. From our observations we have observed that several products have been made, for example, eucalyptus oil refining, the shellfish industry, shredded, convection and weaving. The product is good but the problem is that the same product is also produced by the local community. How responsive is the market to the product produced? We quote the results of the interview with P.J. one of teacher explained as follows:

"The learning residents, together with us has produced woven fabrics, but they cannot compete in the market because the local generally produces and sells the same products" (Results of an interview with P.J. on 12 March 2019).

M N. one of the leaders of the Institute explained:

"We have also been trying to produce the shellfish industry. The work of the residents is very good. However, the learning residents, when they graduate do not continue it as business activities that have economic value "(Results of an interview with M.N. March 12, 2019).

Independent funding is one of the core strengths that determine the longevity of a Non Formal Education institution. The acquisition of independent funds in this study is measured by parameters: having a school canteen, a school cooperative, a school garden, a livestock business, appropriate technology that marketable, parent assistance and partnerships with the Business and Industrial World (DU / DI). Results of interview with H.A. one of the leaders of the Non-Formal Education Institute as follows:

"Independent funding is one of our priorities. So far, we have continued to strive towards this direction because our dependence so far has only been on honestly inadequate BOP funds. We just tried with the cage business. The results are pretty good. On average each month, we make a profit of 2-3 million rupiah. Other businesses such as: having a school canteen, a school cooperative, a school garden, a livestock business, appropriate technology that marketable, parental assistance and partnerships with the Business World and the Industrial World (DU / DI) have not been promoted "(Results of Interview with HAT dated March 14, 2019 ).

H.A. explanation is following the statements of several Non-Formal Education Institution leaders and the results of our documentation study in the Institutional books. In our review of the bookkeeping of the Institute, we did not find any residual funds from the results of operations or reserve funds for the benefit of long-term institution development. Cash is always zero (no reserves or residual) as well as in a bank account. So, practically the Non-Formal Education Institution only depends on funding expectations on BOP funds. Without BOP, the Institution is closed.

The mastery of IT and English is a prerequisite for the output of Non-Formal Education institutions to be able to compete in the workforce. According to A.A. one of LKP's leaders said that the graduates mastered English well. A.A. reports is correspond to a simple test that we do. Three graduates, who were successfully contacted by telephone, were able to communicate in English well. Further information that we collected from several Institutional leaders regarding the use of graduates' English language skills, was admitted by 2 leaders of the English Language LPK that their graduates had become guides and some who, thanks to English language skills, had opened their courses.

In addition to mastering English, IT skills are generally dominated by learning residents who take IT courses. This is proofed by the observations and tests we conducted on two LKPs that held computer courses. From the results of our observations and tests, the IT skill of the average learning residents is quite good. They generally have basic skills: MS Word, Excel, PowerPoint, and internet access.

English and IT skills are not shared by all other Non-Formal Education Institution graduates. W.N and W.O during the interview both confessed that English and IT skills were not well-owned by all graduates. Furthermore, W.N. explained as follows:

"English in our PKBM is only 1 semester while in IT, we rarely practices because we only have 2 units of computers. With only one semester and little amount of face-to-face meetings, I admit it is difficult for society to master English well. Likewise, the number of computers is limited; it certainly has an impact on their mastery of Ti "(Results of an Interview with W.N. March 22, 2019).

Our interview with several Non-Formal Education Institution leaders about IT mastery, it was admitted that in aggregate, learning residents who mastered IT ranged from 20-30%. This percentage is still far from the ideal presentation (70-80%).

The population of learning residents at the Non-Formal Education Institution fluctuates every year. The trend of the learning residents’ population every year is uncertain and even involute (not rising, not decreasing / stagnant). According to several Non-Formal Education Institution leaders, the average population of learning residents ranged from 2-7%. This number is lower compared to the standard we set in this study, which is a minimum of 10% each year. Based on the explanation of several Non-Formal Education Institution leaders, concerning the minimal learning population, the selection of prospective learning residents was eliminated. No matter how many of them who registered, they all are accepted.

Overall the results of this survey show that the Non-Formal Education Institution in Maluku Province has not applied the principles of good governance in the management of Non-Formal Education Institutions. The root of the problem: 1) ignorance of the Non-Formal Education Institution management of good governance principles as a result of lack of training; 2) there is no good will of management to manage the institution professionally; 3) lack of guidance and assistance of related institutions (District / City Education and Sports Service) and BP PAUD and Provincial Dikmas; 4) weak supervision of funding agencies including audit institutions (Inspectorate and BPKP / BPK) (Rahabav, 2019).

Evaluation of the Context dimension, obtained data that the results of the accreditation achievement, only 3 standards, namely graduate competency standards, content standards and infrastructure standards that get good categories. While the other 5 standards, namely management standards, financing standards, education assessment standards, process standards, and the standards of educators and education personnel are in the sufficient category.

Evaluating the Input dimension, we found that from 11 parameters surveyed, the performance of Non-Formal Education Institution was still in the low category. Planning documents, for example, it was found that the Institute does not have regular RENSTRA yet and RKT planning documents, as well as curriculum documents that the Institute does not have. Institutions tend to copy-paste the curriculum owned by formal educational institutions. Curriculum organization and subjects at Non-Formal Education Institution, carried out separately; without seeing its coherence with other subjects. Academic and vocational aspects get more pressure while character education and life skills get less attention. These aspects have become a prerequisite for Non-Formal Education graduates having a high degree of excellence and competitiveness in the market. Life skills refer to soft skills divided into three categories: (1) social or interpersonal skills which include communication, negotiation and rejection abilities, assertiveness, cooperation and empathy (2) cognitive skills that involve problem-solving, sequence understanding, decision making, critical thinking and self-evaluation and (3) emotional coping skills that include self-positive feelings and self-control used in managing stress, feelings and mood [30].

Non-formal education is different in many ways from formal education. Non-formal education is flexible in terms of methodology, but learning is not accidental, but deliberate and organized. Students' needs and interests are being realized in less time. Besides, the contacts between learning residents and instructors are less significant and most learning takes place outside the classroom and institution. Non-formal education focuses or accentuates on skills and develops attitudes such as tolerance (DIB, 1988) for one's future success. Studies show that learning resident’s needs are better fulfilled through non-formal education that enables them to get to know themselves and the better world. In general, non-formal education is open and flexible for the needs and interests of them and is responsive towards changes in individual and community needs [31]. Non-formal Education, should be given in the interests of learning residents and that organization and curriculum planning should be carried out by involving students themselves. So, it must be "bottom up". In other words, it must empower them to understand and if necessary change the social structure around them [32].

Learning management such as syllabus and lesson plans are copied and paste from formal schools and even some teachers teach without using lesson plan. Another weakness we found was that the number of learning residents every year fluctuated; Even though most of the teaching staffs are S1, most of them are teachers in formal schools. Some part of the building that used is under loan status / ownership rights, the other part is owned, but also used as a residence.

Non-Formal Education Institution, does not have fund reserves for institutional development and does not have good records yet. Non-Formal Education Institutions mostly has not evaluated all Institute activities yet. This is proofed from the absence of annual evaluation report documents, performance evaluation and public satisfaction index. IT is still a particular obstacle because most Institutions do not have an internet network yet, with adequate capacity. The problem is due to isolation, the electricity network that is often extinguished, especially in the region of 3 T. Besides, the financial capacity of the Institute is not very supportive.

An evaluation of the Process dimension, it found that from the 5 parameters surveyed, the performance of the Non-Formal Education Institution in Maluku was in the unfavorable category. Information and Management System (SIM) has not been implemented well. Even if SIM is a prerequisite for the availability data and information for the leadership of the Institute in decision making. A good SIM will also make it easier for all parties to access various data and information available at the Institution so that it will enhance the public image and trust of the Non-Formal Education Institution. In this study we did not find consistency between planning documents (RENSTRA and RKT). Thus, the planning document becomes a perish document or can be said to be simply held to meet formal demands because it is one of the accreditation demands, but it is not implemented. In learning management it's also found that there is no compatibility between written documents (syllabus with lesson plans) and between lesson plans with material, learning strategies, evaluations and between lesson plans and teacher performance; even between theory and practice. Teacher accreditation is still on compliance and not on performance. Practical management activities, there has not been an orderly administration. Monitoring and evaluation either through supervision, monthly, annual evaluations, performance measurements and public satisfaction and retail studies have not been conducted.

One problem that is difficult to solve is that, it is difficult for teachers to activate learning residents to ask and discuss. This condition can actually be overcome if the Non-Formal Education has adequate ICT infrastructure. Information and communication technology (ICTs) has infiltrated all areas of life. In this case the understanding of digital competence has been expanded from basic computer skills to sophisticated skills of using and producing digital media, information processing, and participating in social networks to create and share knowledge. Besides, the application of ICTs at all levels of education can make the learning process more personal, adaptive and interactive [33].

An evaluation of the Product dimension found that of the 8 parameters surveyed, the performance of the Non-Formal Education Institution in Maluku was in the moderate category. The average learning achievement of learning residents ranges from 70 - 80. The academic achievement of them are not directly proportional to non-academic achievement. In this study we found that they were less able to show achievements in the arts and sports. Non-formal Education Institution outputs on average 30-40% are accepted in higher schools (SMP, SMA and tertiary); the average graduate directly works around 10-20% and as many as 15-20% of graduates can create jobs (entrepreneurship).

Most Non-Formal Education institutions in Maluku based on this study have not been able to produce appropriate technology in sufficient quantity and quality. From our observations we have found that several products have been produced. The product is good but the problem is that the same product is also produced by the local community so that the Non-Formal Education Institute's products are less competitive in the market. Non-Formal Education Institutions, do not have reserves of the remaining funds resulting from operations or reserve funds for the benefit of long-term institution development. So, practically the Non-Formal Education Institution only depends on funding expectations on BOP funds. Without BOP, the Institution is closed. Another problem is the level of mastery of English and IT of the learning residents/ graduates as a whole is not good. The implication is the trend of the their population every year experiencing involute symptoms (not rising, not falling / stagnating).

1. **CONCLUSION**

The conclusion can be drawn as follows: Overall, the results of this survey found that Non-Formal Education Institutions in Maluku Province have not fully applied the principles of good governance in the management of Non-Formal Education institutions. Evaluation of the Context dimension, the data obtained is the results of the accreditation achievement of 8 national education standards are only 3 standards, namely the graduate competency standards, content standards and infrastructure standards that get good categories. While 5 other standards, namely management standards, financing standards, education assessment standards, process standards, and the standards of educators and education personnel are in the sufficient category. So, overall the achievement of 8 national education standards is still in the sufficient category.

Evaluating the Input dimension, we found that from the 11 parameters surveyed, the performance of Non-Formal Education institutions was still in the low category. An evaluation of the Process dimension found that of the 5 parameters surveyed, the performance of the Non-Formal Education Institution in Maluku was in the unfavorable category. Non-Formal Education management information system is not good yet; planning documents to evaluation and monitoring have not been applied consistently; implementation is incompatible with planning. Curriculum planning documents have not been designed in accordance with the essence of non-formal education. The curriculum is still formalistic-centralistic and does not involve students. Inconsistencies occurred between the learning planning document and the teacher's performance. Teacher accentuation tends to be in compliance and not in performance.

An evaluation of the Product dimension found that of the 8 parameters surveyed, the performance of the Non-Formal Education Institution in Maluku was in the moderate category. Institutionally, the Non-Formal Education Institute has not generate any products of economic value because of the inability to analyze market needs; then unable to compete with similar products produced by local communities. The Non-Formal Education institution does not have a reserve fund for the development of the Institution yet and relies entirely on the BOP. The average academic achievements of learning residents are good. However, it is not directly proportional to non-academic achievements. Graduates lack mastery of IT and English. The implication is that the competitiveness of graduates is low and the trend of population learning every year fluctuates and is even hit by involuntary signs.

Based on the conclusions above, several policy recommendations that can be taken include: First, good governance begins with strengthening the capacity of Institutional leaders so that they have insight into the principles of good governance. Therefore they can apply to the Non-Formal Education Institution; monitoring and evaluation and assistance need to be provided by relevant cross-sector agencies to ensure that the capacity building obtained is actually implemented in practice.

Second, refinement the quality of inputs, starting with designing a good planning document (RENSTRA and RKT), designing the curriculum by involving local stakeholders and learning residents so that the curriculum is responding to the learning needs of society; reduce dependence on teachers who teach in formal schools by recruiting special teachers themselves who teach at Non-Formal Education Institutions; prepare a unique learning tool with the Non-Formal Education philosophy that learning takes place anywhere; the learning process occurs egalitarian and not limited by space and time constraints.

Third, refine the process quality is carried out by preparing performance standards, audit guidelines, socializing and conducting individual performance audits (Institution leaders, teachers and management personnel), Institutional performance audits, satisfaction index calculations, retail research. The process quality refinement was also carried out with consistency in the implementation of the Institutional planning document with realization; learning planning documents with teacher performance (transition from compliance to performance) and increase mastery of English and IT of learning residents and strengthening the life skills of them.

Fourth, improvement in product quality, carried out with analysis of products that have primacy and competitiveness, increased promotion, distribution and marketing channels; civilizing the spirit and entrepreneurial spirit; the establishment of School Committees and the enhancement of partnership collaboration with Du / Di.

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