

An Analysis of Learning Management of English Course: A Case Study at Star English Course

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ABSTRACT

Educational management is an activity or series of activities in the form of managing the collaborative efforts of a group of people who are part of an educational organization, to achieve pre-established educational goals, by utilizing existing resources and employing management functions to achieve the goals effectively and efficiently. This research is expected to increase the knowledge about learning management in STAR ENGLISH Course Parepare. By analyzing management strategies that implemented in course, this research provides new insight into effective and efficient management practices in non-formal education.

This research employs a qualitative descriptive. Data collection techniques include in-depth interviews with director and two senior teachers. Instruments included interview guidelines, observation checklist, and documentation records. Data were analyzed using Miles and Huberman's interactive analysis model, comprising data collection, reduction, display, and conclusion drawing.

The findings reveal that the steps in preparing lesson plan at STAR EC include determining the learning objectives, learning strategies, and the materials. organizing process consist of task organization between director, teachers, and staff. In the division of tasks within a class, each class has a main teacher and an assistant teacher or an observant teacher. In the learning process, especially during practice sessions, tutors use a strategy of grouping students based on their abilities. the lesson actuating in star ec begins with the teacher open the class and delivering the material during the first 30 minutes. In the next 30 minutes, the teacher conducts exercise for students using the material that been taught that day. The last 30 minutes are used for playing games and conducting a final test. In learning actuating process in classroom, the teacher faces several challenges and the teachers have their own ways of coping these challenges. Coaching that conducted in SEC is divided into several parts which are holds briefing regularly to ensure teachers' performance is stay on track in teaching, and evaluate teachers' performance. And then becoming an observant teacher, moreover monitoring by the director, and asking for feedback. The evaluation for students is generally conducted through two types of tests: formative and summative. Evaluation is also conducted for the teachers, where the director discusses the teacher's performance with senior teachers. Additionally, students are involved in evaluating teacher by providing their feedback.

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INTRODUCTION

The development of national education is an effort to educate the life of the nation and to improve the quality of Indonesian people who are faithful, master the science, technology and art in creating an advanced, fair, and prosperous society. The concept of education known in three pathways of education, education in

family, education in school and education in community. According to Law Number 20 of 2003 on the National Education System, educational units refer to group that deliver educational services across formal, non-formal, and informal pathways at every level and type of education.

Indonesian and English in Indonesia are languages that hold important roles and statuses in the field of knowledge in Indonesia. Their roles include serving as the languages of instruction in education and as means for the development, utilization, and dissemination of knowledge, technology, and the arts.

English language in Indonesia does not have a position as a second language, but rather as a foreign language. A second language is a that actively used in everyday life by people in addition to their mother tongue, similar to how Indonesian functions as a second language for many Indonesians who have their own regional languages. Meanwhile, English is not widely used in daily interactions, but is taught in school and used in certain contexts such as education, international communication, business and technology. Mastery of English in Indonesia also varies, depending on access to education and environment. However, despite its importance for career and education.

English in Indonesia does not have an official position as a second language, but its importance is increasing along with the rapid growth of globalization. Even though English is formally a foreign language, its role in various field such as education, business, technology and diplomacy makes it important to learn. In the era of globalization, English skills open access to global information, international career opportunities, and help in collaboration with the other countries. In this context, even though English is not yet a second language used daily by most people, there is an urgent need to improve English proficiency so that Indonesia can compete globally. English skills allow both individuals and the nation to connect more with outside world, expand international networks, and keep up with global developments in various sectors.

Nowadays, the need to master English in Indonesia is becoming increasingly urgent, especially due to the rapid development of globalization. English has become an important tool for international communication in various field such as education, business, technology, and diplomacy. Many academic literatures, the latest information, and technological innovations are delivered in English, making proficiency in this language essential for wider access to global knowledge. Additionally, in the job market, many national and multinational companies require English proficiency as a key qualification, especially to compete globally and establish international partnerships. Thus, English language skills are no longer just an additional competency but a fundamental necessity for growth and competitiveness on the world stage.

The need and demand to master English in Indonesia today are closely related to the growing number of non-formal education programs or English language courses. As awareness of the importance of English in facing global competition increases, many people seek alternative learning options outside of formal education, such as through English courses. These language courses offer more flexible programs, to improve their English skills according to their needs. Additionally, this non-formal education has become a choice for those who want to improve their English proficiency in a professional or academic context. Thus, the increase in English language courses has become one of the responses to the growing public demand to be ready to compete in the era of globalization.

Formal education is a structured and tiered educational pathway consisting of basic education, secondary education and higher education. Non-formal education is an educational pathway outside the formal education that can be implemented in a structured and tiered manner, while informal education is the educational path of family and community.

Non-formal education is one of the alternative solutions offered to address these issues. One of the elements in non-formal education is life skills education. Based on Indonesian Law Number 20 of 2003 concerning the National Education System Article 26 Paragraph (3) states that Life Skill education is education that provides personal, social, intellectual, and vocational skills for work or independent business. The main point of life skill education is learning for students by prioritizing skills that will later become their life support and guidance. Based on this fact, non-formal education is greatly needed by students who require Life Skills Education.

Formal and non-formal education actually has completed each other. However, the output of formal education in this case is school at various levels often lack skills, therefore it must be equipped with life skills education so that graduates can compete and have the experience and abilities needed by both public and private institutions, or develop independent business (entrepreneurship). In this way, the output of formal education will have a competitive edge in society. There are many non-formal education institutions in Indonesia, one of which is a life skills-based institutions known as a Training and Course Institutions or we know them as Lembaga Pelatihan dan Kursus (LPK)

English courses are a form of non-formal education aimed to help the society to improve their competence or ability in English communication. As a means of international communication, English must be mastered both actively and passively, in spoken and written forms, because in this modern era, information and technology are heavily led with the use of English. Facing this challenge, people have to prepare themselves to become potential human resources, especially in the field of communication, by using English.

The public's need for the importance of English drives people to fulfill their need to sharpen their English language skill. Same case as English course institutions competes with each other and offer programs to help the society by providing the best English language courses.

In this modern era, we are demanded to prepare the reliable competitive resources, especially in the communication field which is essential. The decision to choose an existing course institution becomes an interesting subject for English course participants to study. Being more selective in choosing a course institution will make it more effective and economical in improving communication skills. This issue is expected to encourage course institutions to exert a positive influence on the public, thereby attracting them to join the English course institutions they offer.

STAR English course is one of the English courses in Parepare. It is located in Jendral Ahmad Yani KM 3, Bukit Indah, Soreang Parepare. STAR English Course is a famous course in Parepare. Because it is not only focusing on teaching English as a main service, but also serving and teaching students with moral values, discipline, health, and other kind of good habits that are quite difficult to find in other courses.

STAR English Course has 3859 students since 2004 until now. Most of the graduates of STAR English course are capable in English. It is because this course offers a good experience in learning by providing teachers which have lots of experiences in teaching. The teacher can build a good condition in the classroom with a unique teaching style. Although, the teachers use fun learning as a teaching style and different methods, the students still can be active in learning and enjoy the learning process without making loud and problems. It is provided that the teachers know to handle the class well by using a language. Despite from the good teachers, STAR EC also have a very consistent leaning management system that applied in there since 2004. Research on the learning management of an English course that has been running for 20 years and has produced many competent graduates is important to conduct because the institution has proven its success in developing high-quality students. Understanding the strategies used in managing the learning process will provide insights into key factors for success such as curriculum planning, teaching methods and teacher management.

This research is also relevant in context of non-formal education, where courses need to be flexible and responsive to students' needs and changing times. The results of this study can serve as guidelines for similar courses to improve their teaching effectiveness and can support the development of education policies, especially to address the challenge of English proficiency in today's global era. By studying a course that has successfully adapted and sustained itself overtime, this research hopes to identify best practices that can be replicated and further developed by other educational institutions.

RESEARCH METHOD

Research Design

This research uses a qualitative research approach, which can be defined as a problem -solving procedure investigated by describing and illustrating the current state of the research subject based on the facts. Qualitative research is the type of research that finds out about people's experience. It helps us to understand what is important for people. This kind of research does not involve statistic formula in its data analysis and the data are gathered from interview, and observations are poured into field notes containing verbal description of phenomena under the study. The qualitative research is essentially a research procedure for describing what happened to the research target, including observable actions and behaviors. Qualitative research aims to reveal incident that occurs in the field and it is not require measurements and statistical procedures to explain the result of the research.

The reason why the writer uses the qualitative approach because the issues discussed in this study are not related to numbers, but rather involve describing, detailing and illustrating a problem that is occur. The aim of this descriptive research is for the researcher to clearly and comprehensively describe and obtain in-depth data on the research problem, which is to understand the management of learning, including the planning, implementation, development, and evaluation of English language course instruction.

Research Subject

The subjects of the research are the people who know, directly related to and directly related to the activity that is expected to provide information clearly and precisely. The selection of research subject is based on the objectives of the research, by obtaining as much information as possible.

The subject of this research is one from the coordinator or the owner of the course, two from the teachers, and one of the students of STAR English Course. The writer takes four as main subject of the research, which are one from the organizer, two from the teachers, and one from the students. The students will be picked randomly. The data from this research is not only obtained from the informants but the data also from the written sources, from archives and data base from the course and related documents.

Research Data Sources

The main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. Data obtained in this research collected from: Primary Data Sources, this data source was obtained from director, tutor or the teachers, documents printed and non-printed. and the students of STAR English course

To support this research activity, data collection is conducted through interviews with subject and informants. The sources of data for this research are: one from the course organizer, two from the tutors/teachers, and one from the students, where the roles of the organizer, teachers, and student in the management and learning processes of the English course will be asked questions. They will be asked for information regarding to the management and learning processes of the English course.

Data Process

Data process in qualitative research refers to a series of steps taken to manage, analyze and present the data collected from the field. Since qualitative research often involves rich and complex data, such as interview, transcripts, observations, or documents, this data processing is crucial for simplifying, organizing, and understanding the information. Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. In data processing commonly cover some important parts: Data reduction, Data interpretation and data display

FINDINGS AND DISCUSSION

The learning management in Star English Course is consist of lesson planning, organizing process, lesson actuating, educational coaching, and lesson evaluation. The lesson plan is arranged based on the curriculum that applied in school combined with existing needs in SEC. The setting of learning objectives is the first step that taken SEC. the general planning of learning objectives at STAR EC aims for the students to master the four basic competencies, starting from writing competence, reading competence, speaking competence, and listening competence. The method that the tutors used in sec is learning while playing combined with translation method with a fun learning approach. Each teacher has their own specific duties.

In the division of tasks in class, each class has a main teacher and assistant or observant teacher. In practice session, teachers use strategy of grouping students. The first part of learning session begins with checking student attendance, followed by a 5-minute review of the material presented in the last meeting. After that, the session focuses on the material to be delivered during the material that meeting. The class be held for 90 minutes. Coaching at SEC is conducted by the coach through various methods, such as holding regular meetings to discuss what needs to be improved in the teachers' performance, providing training to newly recruited teachers, such as requiring them to become observant teachers before teaching in class for 1 or 2 years. Additionally, the director monitors each teacher in class using CCTV, and lastly, feedback is provided by asking students to give their opinions about the teacher's performance.

The students' learning progress in SEC evaluated by the teachers by conducting formative and summative assessments. These tests can be in the form of written or oral. In addition to student evaluation, SEC also evaluates its tutors through 2 ways, which are trough the director and the students. The director will interview the senior teachers about the performance of the other teachers, and by asking the students about their feedback on teachers' performance by writing their opinion. This aims to provide teachers with insights about their performance. This aligns with experts' opinion stated that the management of non-formal education is an effort to apply management functions to all activities related to non-formal educational institutions as well as non-formal education units. These activities include bureaucratic efforts to implement, and develop non-formal educational institutions (Sudjana, 2000:2)

The Lesson Planning In STAR ENGLISH COURSE

The learning planning carried out at SEC plays a crucial role in implementation of learning activities. The planning begins with fundamental and systematic steps, such as providing guidance or training tutors for one or two years. After the new tutors joining the training, the tutors can teach and become a real teacher at SEC.

The steps in planning carried out at SEC align with Sudjana's (2000:15) statement, which explains that planning functions as a systematic effort that outlines a series of actions to be taken to achieve the institution's goal while considering available resources that can be improved. These resources include both human and non-human resources. Human resources include teachers, learners, institutional leaders and community.

The next stage is learning planning. Based on the result of the research that conducted, lesson plan is arranged based on the curriculum that applied in school combined with existing needs in SEC. In designing teaching materials SEC uses standardized materials that have been implemented for years, with adjustments that made only when necessary based on the students' need. The result of the research aligns with Sudjana's

(2000:17) statement, which declares that planning provides direction on how and when actions will be taken and who will be involved in those actions or activities. Furthermore, planning involves consideration of all activities to be undertaken or implemented. These considerations include needs, potential success, resources used, supporting and inhibiting factors, as well as potential risks of the action to be taken.

The setting of learning objectives is the first step that taken SEC. the general planning of learning objectives at STAR EC aims for the students to master the four basic competencies, starting from writing competence, reading competence, speaking competence, and listening competence. The method that the tutors used in sec is learning while playing combined with translation method with a fun learning approach. To make the learning process and classroom atmosphere more interesting and interactive, the tutors or the teachers often include ice-breaking activities to help students regain focus considering that learning at SEC focuses more on practice, the lesson delivered in the form of games related to the material that being taught, aiming to help students understand the lesson more easily. These research findings align with expert opinions stating that in course-based learning, the process is carried out by combining with lecture method, discussions, group work, and practice. The integration of various methods in implementing the learning process is a specific task of the learning resources (Soetomo in Sukmana and Dwilestari, 2013:13).

Learning materials are the teaching content that will be delivered to the course participants. The materials at SEC are systematically arranged and customized to the class or level of each student. The teaching materials implemented at SEC are standardized, have been adapted and have been used for years, with adjustments made only to meet students' needs. Thus, SEC tutors simply just implement what has already been prepared. The materials used at SEC align with the expert opinion stating that materials are resources intended to be delivered to learners. The materials prepared must be relevant to the learning or course objectives (Soetomo in Sukmana and Dwilestari, 2013:13)

The Organizing Process In STAR ENGLISH COURSE

SEC has a simple organizational structure. The director is responsible for ensuring the effectiveness of learning, providing adequate facilities and infrastructure, and fulfilling all the needs of the students. Meanwhile, teachers are tasked with ensuring that the materials are prepared for each level and delivered effectively. As for the staff, they are responsible for inputting all necessary data and requirements. In the learning process, especially during practice sessions, tutors use a strategy of grouping students based on their abilities. This is done by forming groups and assigning students who have good ability to each group, with the aim that these students can help their peers who have not yet understood the material, with aim there will be a collaboration within the group.

According to Umberto Sihombing (2000:64) organization implies the arrangement or structuring of non-formal education organizations, starting from planning to implementation, to foster community participation. This organization is usually manifested in the form of an organizational structure.

The Lesson Actuating In STAR ENGLISH COURSE

The learning implementation process at SEC is customized to the training provided to tutors by the education coordinator. The delivery of learning materials is conducted interactively and involves all activities. Moreover, the implementation of learning is adjusted to the targeted outcomes to be achieved.

Before the class begins, students are required to memorize their vocabulary memorization that given last meeting before entering the classroom, and this is mandatory. Students who don't memorize their memorization, they will be given punishment in classroom for such as standing for 15-30 minutes. The first part of learning session begins with checking student attendance, followed by a 5-minute review of the material presented in the last meeting. After that, the session focuses on the material to be delivered during the material that meeting. The class be held for 90 minutes. For the 1st 30 minutes, the teachers will deliver the material. For the 2nd 30 minutes, the teachers will conduct practice with students to students by using the material that presented that day. And for the last 30 minutes, the tutors used it for playing games, and do the final test, or test, for measuring whether the students have understood the material. The delivery is conducted interactively, for instance through presentations and games. Teachers are expected to have a good sense of humor, allowing the students to learn in a relaxed and comfortable atmosphere. At the end of the session, a test is conduct to assess whether students understood the material provided.

The results of the study on the teaching and learning process align with the expert opinion stating that the learning process is a series of stages to guide and assist learners in understanding the teaching materials, so that learners are able to know, master, and apply them in their lives. The learning process is an educational activity aimed at achieving learning objectives (Soetomo in Sukmana and Dwilestari, 2013:13). The implementation of learning is an educational activity that shapes the interaction between the teacher and students. Ambarita (2006: 80). This aligns with the results of the researcher's observation, where there is an interaction in SEC's learning process. First, the tutor delivers the material to the course participants (one-way communication), which is then followed by the course participants responding to the tutor or to other participants, making the learning process active and communicative. Communication in the English language

course, both inside and outside the classroom, is required to use English as the primary language of communication. This approach stimulates and familiarizes participants with the English language, aiming to ensure that the learning objectives are achieved effectively and efficiently.

Motivation for course participants is provided by the tutor and the education coordinator. Tutors are instructed to build a close relationship with the course participants. The similar age range helps participants feel at ease with the tutor, while still respecting them as an educator. Tutors are expected to have the ability to guide and motivate the course participants. The goal of participants taking the English course is for academic needs, career advancement, and personal development. Therefore, the issue of providing motivation to participants remains the same over time; participants need guidance in preparing themselves to become more proficient after mastering English. The results of the observations and interviews are also supported by research that states the following.

“Basic concepts related to classroom management, communication and interaction within the classroom, definition of classroom management, different aspects and features of the classroom management in maintaining discipline in the class, in-class and out-of-class factors affecting classroom atmosphere, models of classroom management, development and administration of rules in the classroom, physical arrangement of the classroom, management of disruptive behavior in the classroom, timing in the classroom, classroom organization, establishment of a positive classroom atmosphere” (International Journal Designing English-Medium Classroom Management Course for Non-Natives, Turkish Online Journal of Qualitative Inquiry, Vol. 4, No. 3, July 2013).

As added by Syaiful Sagala (2012:146) the relationship between students and tutors in the learning process places tutors or teachers in a strategic position as learning managers, preparing everything related to the learning process.

The Educational Coaching In STAR ENGLISH COURSE

Coaching is a series of activities carried out by the director toward tutors to ensure that everything runs as it should or in accordance with the established procedures. Based on the research, coaching at SEC is conducted by the coach through various methods, such as holding regular meetings to discuss what needs to be improved in the teachers' performance, providing training to newly recruited teachers, such as requiring them to become observant teachers before teaching in class for 1 or 2 years. Additionally, the director monitors each teacher in class using CCTV, and lastly, feedback is provided by asking students to give their opinions about the teacher's performance.

Coaching in non-formal education aims to ensure that the implementation of programs does not deviate from the predetermined plan. The results of this research align with Sudjana's opinion, as cited in (Fadilah & Fakhruddin, 2019), which explains that coaching is an effort to maintain or ensure that what should happen occurs or to keep things as they should be. Sudjana also argues, as cited in (Alif Alwan, 2019), that the function of coaching is to maintain and sustain the actions carried out by program implementers to ensure they remain aligned with the objectives previously planned in accordance with the institution's or organization's mission. The functions of coaching include supervision conducted on the targets of the program-organizing institution, supervision of the program implementers, and monitoring of the program's activities.

The Lesson Evaluation In STAR ENGLISH COURSE

Lesson evaluation is the process of assessing the effectiveness of a lesson to determine whether the learning objectives were achieved and to identify areas for improvement. It involves reviewing the teaching strategies, materials, and student engagement, as well as collecting feedback from students and observing their performance. Based on the research, the students' learning progress in SEC evaluated by the teachers by conducting formative and summative assessments. These tests can be in the form of written or oral. In addition to student evaluation, SEC also evaluates its tutors through 2 ways, which are through the director and the students. The director will interview the senior teachers about the performance of the other teachers, and by asking the students about their feedback on teachers' performance by writing their opinion. This aims to provide teachers with insights about their performance. About what needs to be improved and what should be maintained, which is essential for teachers to enhance their teaching skills.

This research aligns with Kamil cited on Fadilah & Fakhruddin (2019) which explains that evaluation is a crucial activity to determine the outcomes of achievements based on planned activities. In the evaluation process, goals are set and the data is collected during implementation process. Conducting evaluation aims to identify issues that occurs during program implementation, which can then serve as a basis for addressing deficiencies in the activity and as a consideration for planning the future activities. The information is useful for decision-making, including improving future program activities or discounting certain activities.

CONCLUSION

Lesson plan is arranged based on the curriculum that applied in school combined with existing needs in SEC. in designing teaching materials SEC uses standardized materials that have been implemented for years, with adjustments that made only when necessary based on the students' need. The step in preparing lesson plan include determining learning objectives, determining learning strategies, and determining material.

SEC has a simple organizational structure. The director is responsible for ensuring the effectiveness of learning, providing adequate facilities and infrastructure, and fulfilling all the needs of the students. Meanwhile, teachers are tasked with ensuring that the materials are prepared for each level and delivered effectively. As for the staff, they are responsible for inputting all necessary data and requirements. In organizing the students in the classroom, the teachers use strategy of grouping students who have good ability to each group of students, so that these students will be able to help their friends who not yet understood

The learning actuating begins with the teacher open the class and delivering the material during the first 30 minutes. In the next 30 minutes, the teacher conducts exercise for students using the material that been taught that day. The last 30 minutes are used for playing games and conducting a final test. In learning actuating process in classroom, the teacher faces several challenges and the teachers have their own ways of coping these challenges

Coaching that conducted in SEC is divided into several parts which are holds briefing regularly to ensure teachers' performance is stay on track in teaching, and evaluate teachers' performance. And then becoming an observant teacher, moreover monitoring by the director, and asking for feedback

Evaluation is a step taken by the director to determine how effective the learning process has been during the course. The evaluation for students is generally conducted through two types of tests: formative and summative, which are carried out by the teachers and aligned with the program of the course. Evaluation is also conducted for the teachers, where the director discusses the teacher's performance with senior teachers. Additionally, students are involved in evaluating teacher by providing their feedback. They will write down their concerns or suggestions for improvement regarding the teacher's performance. They provide feedback on the teacher's strengths and highlight that need to be maintained

SUGGESTION

The implementation of teacher or tutor development is encouraged to better coordinate the schedule for regular meetings, as effective coordination ensures smooth information gathering

The learning evaluation conducted by SEC should include providing special tests for participants who missed several sessions due to absences during the learning process. this would help assess the extent of their understanding and mastery of the material covered.

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