

Evaluation of Non-Formal Education Management in Pandeglang, Banten: Opportunities and Challenges

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ABSTRACT: *This study aims to analyze the conditions for implementing non-formal education in the Pandeglang area, Banten, as well as exploring future opportunities and challenges. In this study, the author will describe the results of the evaluation of non-formal education management, especially in the Pandeglang area, Banten. The author will explain opportunities that can be exploited in increasing the effectiveness of non-formal education programs, as well as identify challenges that need to be overcome. This study is a descriptive-qualitative study. Data was collected through literature study and direct observation of researchers. The data obtained will be analyzed using qualitative analysis methods that focus on the important points of the existing findings. The results of the study show that there are several problems and initial conditions that give rise to potential for development and challenges that must be resolved by all parties involved in the implementation of non-formal education in the Pandeglang area, Banten. There are 5 (five) main points analyzed regarding the practice of providing non-formal education, namely: general conditions of non-formal education, government policies, facilities and infrastructure, units involved, and education participants. This study also states that continuous evaluation and improvement of non-formal education programs is very important. Resource allocation and monitoring problems can be corrected through a quality management approach, which involves monitoring, performance measurement, and continuous improvement actions. Through the application of educational management principles, the Pandeglang regional government has the opportunity to improve the implementation of non-formal education.*

KEYWORDS: educational evaluation, government policy, non-formal education, education facility

INTRODUCTION

Non-formal education is an integral part of community empowerment efforts, especially in rural areas which are often faced with limited access and resources. In the midst of dynamic social, economic and technological developments, the importance of non-formal education is increasingly felt, especially in dealing with various problems that are still a challenge in contemporary society. The increasingly

massive development of science and technology presents dramatically different demands from the previous period, where education was considered an important asset for the sustainability of life and the success of achieving its goals (BAN, 2021; Kusmiran et. al., 2022). Therefore, empowering all forms of education, both formal and non-formal, is important to face these demands and changes.

Although efforts have been made to increase access to education in this region, the management of non-formal education in particular still has to face a number of obstacles in practice. These obstacles generally include inadequate non-formal education infrastructure, lack of available funds to support non-formal education programs, limited human resources to implement them, as well as administrative problems that can hamper the effectiveness of non-formal education. The sustainability and quality of non-formal education programs is also an issue that must be addressed, especially amidst increasing public interest and their need for education (Jihan et. al., 2022; Fazillah, 2020).

Limited educational facilities and infrastructure are the main obstacle in providing access to non-formal education to the people in Pandeglang. Many rural areas still lack non-formal educational institutions, so most residents cannot access these educational programs. Therefore, efforts are needed to improve the development of non-formal education infrastructure. This problem is of course beyond the fact that the government has not fully focused on non-formal education practices that exist in society (Sulaeman, 2022; Hadiyanto, 2020; Syaputra & Shomedran, 2023).

The Pandeglang community has a great need for non-formal education. This condition was also emphasized in the Governor of Banten's statement, that non-formal education can actually provide an alternative solution for people who want to continue to a higher level when they are no longer able to enter formal education. In the context of the Banten community specifically, especially in indigenous communities such as the Baduy indigenous community, non-formal education could be a solution to access to formal education which is generally rejected by indigenous communities. However, various limitations in resources and accessibility make it difficult for non-formal education to become a vital alternative to meet society's need for knowledge and skills. In fact, these skills are needed to face social, technological and economic changes that continue to this day (Radar Banten, 02/06/2016).

The challenges faced by society will certainly become more complex in the future. Globalization and technological advances have given rise to increasingly high levels of competition between education graduates. If people don't get proper education from the start, it will be difficult for them to compete and develop. People in Pandeglang in particular, like in many other rural areas, are also faced with demands for skills that are relevant to the ever-changing global environment. Therefore, an in-depth evaluation of non-formal education management in Pandeglang is crucial for identifying opportunities and overcoming challenges. This evaluation will help in formulating effective policies, as well as developing strategies that suit the needs of local communities.

Some of the main challenges in managing non-formal education in Pandeglang also include the problem of very limited funding for the implementation of non-formal education and the welfare of teachers or parties directly involved, lack of training for educators to become skilled teaching staff,

unavailability of infrastructure and materials needed for the continuity of effective education, to the gap in access to technology and teaching materials between people in urban and rural areas. Rapid changes in technology and job market demands also pose challenges in designing relevant non-formal education programs (Hadiyanto et. al., 2021; Syufa'ati & Nadhifah, 2020; Mubarok, 2022).

Based on this explanation, this study aims to analyze the conditions for implementing non-formal education in the Pandeglang area, Banten, as well as exploring future opportunities and challenges. In this study, the author will describe the results of the evaluation of non-formal education management, especially in the Pandeglang area, Banten. The author will explain opportunities that can be exploited in increasing the effectiveness of non-formal education programs, as well as identify challenges that need to be overcome. With the data obtained, it is hoped that related parties can take appropriate action to improve the quality of non-formal education and have a positive impact on the Pandeglang community in the future.

Basically, many previous studies or research on non-formal education management have been carried out. This cannot be separated from the fact that educational themes are indeed strategic themes for researchers. For example, several existing studies not only highlight formal and non-formal educational practices, but also aspects of their management. Studies show that non-formal education is really needed by society, considering that formal educational institutions not only provide limited access to society, but are also unable to meet the needs of society as a whole for educational practices that can compete in the global era (Widodo and Soedjarwo , 2018).

Studies show that if in formal education there are age limits set according to the level, and it also requires a lot of money, then the presence of mosque-based non-formal education becomes a new alternative for these people to carry out the Prophet's hadith. Along with the enthusiasm and emergence of various mosque-based non-formal educational institutions, this condition can become a significant alternative in the development of non-formal Islamic education in the future (Farhan, et. al., 2022).

Studies that specifically highlight the quality of non-formal education implementation. The quality of management of non-formal education programs is largely determined by the achievement of standards for implementing activities at non-formal education institutions. To be able to realize the goals of national education, non-formal education institutions must have applicable work rules and procedures to be able to provide education. This aims to ensure that non-formal education can become an alternative for people who do not have the opportunity to receive formal education, so that they can learn like formal education. Apart from that, clear work procedures and procedures will make life easier for non-formal educational institutions (Setiyadi, et. al., 2020).

In the national education system, non-formal education is considered equivalent to formal education. These two types of education only differ in terms of context, time, goals and the character of the students. Adult education is one approach in implementing non-formal education because most of the students are adults, who come with various socio-cultural backgrounds, experiences, interests and

different goals. Low learning outcomes as an indicator of learning failure, where participants are unable to properly accept the learning material taught by tutors, is a problem in non-formal education. One of the reasons is that the principles and theories of adult education (andragogy) have not been implemented optimally in the implementation of learning. Adult education can solve various problems of daily life, including various disasters that have befallen Indonesian society. With an adult education approach through several learning strategies and theories developed according to an appropriate work philosophy, mental recovery and other physical aspects can be carried out immediately. Likewise, various educational preparations for adults in the future can also be designed through understanding the philosophy of adult work (Bartin, 2018).

METHOD

This study is a qualitative study that focuses on evaluating non-formal education management in Pandeglang, Banten, with a focus on the opportunities and challenges faced in implementing non-formal education programs in the area. The research method that will be used in this study includes the following steps: Literature Study. The initial stage of research will involve analyzing literature related to non-formal education management, both at national and regional levels. Literature study will help in understanding the theoretical basis and framework relevant to the research. Determination of Core Elements. Identify the core elements that are relevant for evaluating non-formal education management in Pandeglang. This includes indicators of opportunities and challenges that need to be evaluated. Data collection.

Data will be obtained through various techniques, including observation of the practice of implementing non-formal education in the Pandeglang area, Banten, and literature studies related to evaluation of non-formal education management. Data analysis. The data obtained will be analyzed using qualitative analysis methods. Qualitative data will be analyzed to explore various discourses and insights related to the evaluation of non-formal education management and then determine the opportunities and challenges faced in non-formal education management. Conclusions and Recommendations.

The results of the research will be used to conclude the condition of non-formal education management in Pandeglang and to formulate recommendations that can help improve the implementation of non-formal education programs in the area. It is hoped that this study will provide in-depth insight into the management of non-formal education in Pandeglang, by highlighting opportunities that can be exploited and challenges that need to be overcome in an effort to improve the quality of non-formal education programs in the region.

FINDINGS AND DISCUSSION

Pandeglang, a district located in Banten Province, Indonesia, is basically characterized by a unique combination of geographical features and a diverse population. This region is located in the western

part of Java Island and has a mixture of coastal areas, green landscapes and a tropical climate. Rich natural resources and beautiful views make Pandeglang an attractive setting for various social and community activities, including initiatives in the field of education for the community in the Pandeglang area, Banten.

The scope of education in Pandeglang includes formal and non-formal education systems. The formal education sector includes a network of schools, from elementary to tertiary level. These formal educational institutions play a fundamental role in shaping the future of local youth, providing them with structured and certified learning opportunities. On the other hand, non-formal education in Pandeglang is also very important. This segment of education often addresses individual needs that may not be well served by formal institutions. Non-formal education programs are designed to be flexible, catering to different types of learners. They can include multi-skills development, vocational training, and community-based learning initiatives, addressing the educational needs of diverse and sometimes marginalized populations.

Society in Pandeglang is characterized by a multi-ethnic and multicultural composition. A harmonious mix of Javanese, Sundanese and other ethnic groups coexist in this region, contributing to cultural diversity. This cultural diversity is reflected in the local educational landscape, where various traditions and languages become part of the educational experience, promoting tolerance and mutual respect. In addition, the Pandeglang community often faces a number of social and economic challenges, which have an impact on the accessibility and quality of education. Educational institutions in these districts must address issues such as infrastructure development, teacher quality, and curriculum relevance to address the unique needs of the local population (BPS, 2022).

Pandeglang Regency, Banten, in both its geographic and demographic diversity, presents a dynamic context for efforts to develop educational practices. A comprehensive understanding of the region's educational landscape requires an appropriate perspective and perspective on formal and non-formal education systems, as well as recognition of the rich culture and socio-economic challenges that shape the educational experience of its people.

In general, this study produces various important findings that provide valuable insight into evaluation points for non-formal education management in Pandeglang, Banten. The following is a description of some of the main findings from the studies that have been carried out: General Conditions of Non-Formal Education Management, the management of non-formal education in the Pandeglang area, Banten, is still facing various challenges and problems. Some non-formal education programs are limited in terms of access and coverage, especially in rural areas in the Pandeglang region. There are significant differences between non-formal education programs in urban and rural areas. Non-formal education programs in urban areas tend to be more developed and more easily accessible to the public due to access to technology and the availability of more adequate infrastructure. Meanwhile, non-formal education in settlement or village areas is difficult to develop due to limited access to

technology, limited resources, limited materials, and so on. Non-formal education can only continue the existing tradition of non-formal teaching based on places of worship (surau, mosque, village hall).

Government Policy, the Pandeglang regional government has actually prepared several policies that support non-formal education, including skills training programs and literacy education for the community. However, the implementation of this policy still faces obstacles in terms of resource allocation and effective monitoring in its implementation. In the end, the implementation of non-formal education becomes more of a discourse that appears in many symposiums, seminars and community meetings, but is not accompanied by real practices to increase the implementation and development of non-formal education itself.

Facilities and infrastructure for non-formal education in Pandeglang still need to be improved. Some areas still lack adequate facilities, such as learning centers and libraries. The availability of technology and internet access also remains an obstacle in increasing the effectiveness of non-formal education programs. The gap in facilities and access between one village and another is also apparent, which is influenced by many factors, starting from the use of village allocation funds which have not focused on improving the non-formal education sector, or the focus of policy implementers which has not been optimal.

Involved Units, various institutions and organizations are basically involved in implementing non-formal education in the Pandeglang area, Banten. This effort involves institutions such as schools providing additional services, non-governmental training institutions, and NGOs collaborating with various parties, both local government and the private sector. However, cooperation and collaboration between these units is not well developed and still needs to be improved to ensure more effective management of non-formal education in the future. An important focus can be placed on the sustainability of the programs carried out by each party (Disdikpora, 2023).

Education Participants, non-formal education participants in the Pandeglang area are quite varied, from children to adults, especially people who still find it difficult to get access to formal education and have high school dropout rates (Antara, 2023; BPS, 2022). Literacy education and skills training programs, for example, have become quite popular programs among the public and have generated high interest. But once again, there is still the problem of inequality in access to non-formal education, especially for community groups living in remote areas. In this context, several rules and norms of indigenous communities also often appear as inhibiting factors for the implementation of non-formal or formal education. The Baduy indigenous community, for example, has normative cultural rules and traditions that reject formal forms of teaching and activities that are considered to damage their cultural values.

These findings provide a comprehensive picture of the condition of non-formal education in Pandeglang, including aspects that need to be improved in the management of non-formal education in this region. Appropriate recommendations and actions can be taken based on these findings to increase the effectiveness and accessibility of non-formal education in Pandeglang, Banten.

Several previous findings show the results of a brief evaluation of the conditions of implementation and management of non-formal education in the Pandeglang area, Banten. The following are researchers' notes regarding these various points. First, regarding the general condition of non-formal education management in Pandeglang, Banten, which is still faced with various problems and limitations, this condition can be seen from several perspectives as follows: Regional Differentiation. Preliminary analysis shows that there are significant differences between non-formal education programs in urban and rural areas in Pandeglang. In educational management theory, the principle of regional differentiation becomes relevant. This principle emphasizes the importance of understanding the unique characteristics of each region and designing educational strategies that suit local conditions. In this context, the management of non-formal education needs to consider the special needs and challenges in rural areas, such as limited access and limited infrastructure.

Program Development. Educational management theory teaches that the development of educational programs must be responsive to community needs. Non-formal education programs in urban areas are more developed due to better access to technology and infrastructure. This analysis highlights the importance of designing programs that suit the community context in rural areas. Special efforts may be needed, such as the use of simpler technology, to overcome accessibility barriers.

Local Empowerment. Vocational education management emphasizes the importance of empowering local communities in managing non-formal education. In this case, non-formal education based in places of worship such as surau, mosques and village halls can be a model of local empowerment. Local communities can play an active role in designing and implementing non-formal education programs according to their needs.

Partnership and Collaboration. Education management principles regarding partnerships and collaboration are relevant in overcoming the challenges of non-formal education. Collaboration between local governments, community organizations and the private sector can expand access and resources for non-formal education. In this analysis, it is necessary to consider how collaboration can overcome inequalities in access in various regions.

Through consideration of the principles of education management, the management of non-formal education in Pandeglang can be more responsive to existing needs and challenges. This can help increase the accessibility, quality and relevance of non-formal education throughout the district (Akkaya, 2021; Flores Ledesma et. al., 2021; Marin & Marin-pantelescu, 2020; Palacio Sprockel et. al., 2022 ; Connolly et. al., 2019).

Second, regarding government policies in non-formal education in Pandeglang which are still effective and optimal for providing good non-formal education, this can be seen from the following perspectives: Policy Implementation. In education management, policy implementation plays an important role. The policies that have been designed need to be implemented effectively to achieve the goals of non-formal education. Here, there are obstacles to resource allocation and effective

monitoring. This reflects the expansion of resource management principles, where existing resources must be allocated efficiently and effectively to support non-formal education programs. There is a need to improve coordination and supervision of the implementation of this policy so that non-formal education programs can be implemented better.

Society participation. Educational management theory emphasizes community participation in educational decision making. Even though the local government has developed policies, it seems that community participation in the planning, implementation and monitoring process of non-formal education still needs to be increased. Participatory management principles can be used to link policies to the real aspirations and needs of the community, which can then support the effectiveness of implementing non-formal education policies.

Synergy with External Parties. Collaboration with external parties, such as civil society organizations, the private sector, or non-profit institutions, can strengthen the implementation of non-formal education policies. In this context, partnership management theory can be used. Collaboration with various parties can help overcome limited resources and expand the reach of non-formal education programs in Pandeglang.

Evaluation and Continuous Improvement. The principles of educational quality management teach the importance of continuous evaluation. In this context, continuous evaluation and improvement of non-formal education programs is very important. The resource allocation and monitoring problems mentioned previously can be corrected through a quality management approach, which involves monitoring, performance measurement, and continuous improvement actions.

Considering the educational management principles above, the Pandeglang regional government can improve the implementation of non-formal education policies. This includes ensuring appropriate resource allocation, increasing community participation, expanding partnerships with external parties, and engaging in ongoing evaluation to improve the effectiveness of non-formal education programs in the area. With the right management approach, non-formal education in Pandeglang can be more effective in meeting community needs (Akkaya, 2021; Flores Ledesma et. al., 2021; Marin & Marin-pantelescu, 2020; Palacio Sprockel et. al., 2022 ; Connolly et. al., 2019).

Third, regarding the condition of non-formal education facilities and infrastructure in Pandeglang which still need to be improved, this can be seen from several perspectives as follows: **Resource Management.** The problem of facilities and infrastructure can be related to resource management in education. Resource management principles teach the importance of efficient and effective resource allocation. In this context, the availability of adequate learning centers and libraries is a key factor in supporting non-formal education. Good management must ensure that existing resources are allocated wisely and in accordance with community needs.

Education technology. The use of technology in non-formal education is also an important aspect. Educational technology management theory can be used to analyze how the use of technology can increase the effectiveness of non-formal education programs. In this context, it is important to pay attention to internet access challenges, which are an obstacle in delivering online learning. Educational technology management must find solutions to overcome these obstacles, such as expanding internet infrastructure or developing learning alternatives that do not depend on internet connections.

Equality and Justice. Aspects of equality and justice in non-formal education are also relevant. Education management principles that emphasize equality in educational access and services are important in overcoming gaps in facilities and access between regions. Education management must ensure that village fund allocation or resource allocation is carried out fairly, and equitable distribution of non-formal education facilities is a priority.

Evaluation and Improvement. Educational quality management theory teaches that continuous evaluation and improvement is the key to educational management. In this context, there needs to be a continuous evaluation of non-formal education facilities and infrastructure. Education quality management will involve monitoring and measuring the performance of facilities and infrastructure, as well as corrective steps that need to be taken to improve conditions.

Referring to the educational management theories above, it is important for the Pandeglang regional government to adopt a more effective management approach in overcoming challenges related to non-formal education facilities and infrastructure. This includes wise allocation of resources, effective use of educational technology, increased equity in access, and ongoing evaluation. With the right management approach, significant improvements in facilities and access to non-formal education in Pandeglang can be expected (Lemos & Liberali, 2019; Akkaya, 2021; Flores Ledesma et. al., 2021; Marin & Marin-pantelescu, 2020; Palacio Sprockel et. al., 2022; Connolly et. al., 2019).

Fourth, regarding the involvement of various institutions and organizations in implementing non-formal education in the Pandeglang area, Banten, but with collaboration that is still not effective, this condition can be seen from several perspectives as follows: Partnership and Collaboration Management. Developing collaboration and partnerships between non-formal education institutions is an important aspect of education management. Partnership and collaboration management theory emphasizes the importance of cooperation between the units involved. In this context, the analysis can highlight that although many units are involved, their cooperation is not yet well developed. Effective partnership management must be implemented to ensure that all parties work together towards the goal of more effective non-formal education.

Strategic Management. Strategic management theory can be used to analyze the sustainability of programs carried out by each unit. Sustainability is an important element in educational management. The analysis can reflect the importance of long-term strategic planning to maintain the continuity of

non-formal education programs that are being run by various units. This involves appropriate resource allocation and ongoing strategy development.

Based on this analysis, it can be understood that it is important for units involved in providing non-formal education in Pandeglang to adopt a more strategic management approach, focusing on better collaboration, program sustainability, quality management, and supply chain efficiency. With the right management approach, more effective cooperation and continuity of non-formal education programs can be achieved, supporting the development of more effective non-formal education in the future (Akkaya, 2021; Bauer, 201; 9 Marin & Marin-pantelescu, 2020 ; Palacio Sprockel et. al., 2022; Connolly et. al., 2019).

Fifth, the variation in non-formal education participants from children to adults reflects the diverse educational needs in the Pandeglang area. Literacy education and skills training programs have generated high interest in society. To overcome the problem of unequal access to non-formal education, especially for community groups in remote areas, an inclusive approach is needed. Several solutions that can be taken to overcome this problem include the following: Building non-formal education programs that suit various age groups and their educational needs.

Encourage collaboration between various non-formal education institutions, government and indigenous communities to create programs that are sensitive to local cultural values. Involving local communities in planning and implementing non-formal education programs to ensure sustainability and inclusivity.

Based on the previous descriptive explanation and analysis, there are several further analytical developments regarding opportunities and challenges in the implementation of non-formal education in the Pandeglang area, Banten. First, the general conditions of non-formal education management. Regarding this first point, non-formal education in the Pandeglang region, Banten, has a number of specific opportunities that must be exploited, namely: (a) Regional differentiation in the management of non-formal education. With an approach that suits the unique characteristics of each region, the management of non-formal education can become more effective; and (b) Developing programs that are responsive to the needs of communities in rural areas is a positive step. The challenges faced in implementing non-formal education include: (a) Differences in program development between urban and rural areas; and (b) Ensure that programs that are more limited to rural areas can expand and overcome accessibility barriers.

Second, government policy. Regarding this second point, opportunities that can be exploited are: (a) Policy implementation through more efficient resource allocation and tighter supervision; and (b) Community participation in the policy planning and monitoring process can increase the effectiveness of implementing non-formal education policies. Meanwhile the challenges are: (a) Expanding resources and effective supervision in policy implementation; (b) Community participation is not yet optimal which could hamper the effectiveness of government policy itself.

Third, facilities and infrastructure. Regarding this third point, opportunities that can be exploited are: (a) Efficient and effective resource management in resource allocation for non-formal education facilities and technology can improve the condition of facilities and infrastructure; and (b) The use of appropriate educational technology and development of internet infrastructure can increase program effectiveness. Meanwhile, future challenges are: (a) Gaps in facilities and access to technology between regions; and (b) Ensure fair allocation of funds and equitable infrastructure development.

Fourth, the units involved. Regarding this fourth point, opportunities that can be exploited are: (a) Improving partnership management and collaboration between the units involved; (b) Better cooperation to support the effectiveness of non-formal education management; and (c) Long-term strategic planning to maintain the continuity of non-formal education programs. Meanwhile the challenges are: (a) Lack of cooperation between units and program sustainability; and (b) Improve coordination and strategic planning to maintain sustainable non-formal education programs.

Fifth, education participants. Regarding this fifth point, opportunities that can be exploited are: (a) Through an inclusive approach, non-formal education can cover various age groups and their educational needs; and (b) Collaboration with indigenous communities in program planning and implementation can support sustainability and inclusiveness. Meanwhile, future challenges focus on: (a) The problem of inequality in access to non-formal education and the role of indigenous community norms as obstacles that need to be overcome; and (b) Teaching issues that need to be focused on preserving the cultural norms of the indigenous communities concerned in the Pandeglang region, Banten.

Through in-depth and thorough consideration of educational management principles in this context, efforts focused more on collaboration, wise resource allocation, effective use of technology, quality management, and efficiency of resource supply will help in overcoming challenges and exploiting opportunities in the implementation of non-formal education in Pandeglang, Banten, in the future. In this way, it is hoped that non-formal education can become more inclusive, effective and relevant to the needs of the people in the region.

CONCLUSION

The study regarding the evaluation of the implementation of non-formal education in Pandeglang, Banten, can be summarized in the following points: First, the significant differences between non-formal education programs in urban and rural areas indicate the need for different approaches in non-formal education management. Management of non-formal education must be responsive to special needs and challenges in rural areas, such as limited access and infrastructure. Second, the development of non-formal education programs in rural areas needs to consider accessibility constraints. The use of simpler technology and programs suited to the context of rural communities can help overcome differences in program development. Third, local community-based approaches, such as non-formal education centered in places of worship, are effective models of empowerment. Involving local

communities in planning and implementing non-formal education programs according to their needs is a valuable strategy. Fourth, collaboration between local governments, community organizations and the private sector is key in expanding access and resources for non-formal education. Efforts should be made to ensure that collaboration can address inequalities in access across regions. Fifth, improvements in resource allocation and effective monitoring are needed to improve the implementation of non-formal education policies. Increasing community participation in the policy planning and monitoring process can support the effectiveness of policy implementation. Sixth, community participation in educational decision making needs to be increased. Participatory management principles can be used to link policies to the real aspirations and needs of the community, which can then support the effectiveness of implementing non-formal education policies. Seventh, Collaboration with external parties, such as civil society organizations, the private sector, or non-profit institutions, can strengthen the implementation of non-formal education policies. Collaboration with various parties can help overcome limited resources and expand the reach of non-formal education programs in Pandeglang.

Continuous evaluation and improvement of non-formal education programs is very important. Resource allocation and monitoring problems can be remedied through a quality management approach, which involves monitoring, performance measurement, and continuous improvement actions. Through the application of educational management principles, the Pandeglang regional government has the opportunity to improve the implementation of non-formal education. This includes ensuring appropriate resource allocation, increasing community participation, expanding partnerships with external parties, and engaging in ongoing evaluation to improve the effectiveness of non-formal education programs in the area. More strategic management, which focuses on better collaboration, program sustainability, quality management, and supply chain efficiency can help in overcoming challenges and exploiting opportunities in providing non-formal education in Pandeglang. In this way, it is hoped that non-formal education can become more inclusive, effective and relevant to the needs of the people in the region.

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