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Organizational Adaptability and Life Skills Development: A Case Study of Non-Formal Education Institutions in Balikpapan, Indonesia

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ABSTRACT

This study explores adaptive educational management practices in developing life skills education within non-formal education institutions in Balikpapan, Indonesia. Despite growing recognition of life skills education's importance, limited research has examined how non-formal institutions implement adaptive management systems to support learners' personal, social, academic, and vocational development. Employing a qualitative case study design, this research was conducted at East Balikpapan and West Balikpapan Sanggar Kegiatan Belajar (SKB) through in-depth interviews, participant observation, and document analysis involving school leaders, educators, and parents (n=12). Data validity was ensured through source and technique triangulation, while analysis followed Miles, Huberman, and Saldaña's interactive model. Findings reveal that adaptive educational management is operationalized through four interconnected practices: learner-centered planning responsive to developmental stages, contextual curriculum adaptation through project-based and experiential learning, collaborative stakeholder engagement, and continuous monitoring systems. These practices strengthened students' independence, communication, collaboration, critical thinking, and problem-solving skills. Institutional adaptability was reflected in flexible instructional strategies, responsive mentoring, and stakeholder participation. This study contributes to understanding how non-formal education institutions function as adaptive educational ecosystems, demonstrating that organizational responsiveness and collaborative governance are essential for developing future-ready competencies. The findings offer practical implications for educational leaders seeking to enhance institutional resilience and inclusive educational cultures.

Keywords: Adaptive educational management, learner-centered governance, life skills education, non-formal education, organizational innovation,

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INTRODUCTION

The rapid transformation of society in the twenty-first century has significantly influenced the educational landscape. Educational institutions are no longer expected merely to deliver academic knowledge; they are also required to develop learners' adaptive competencies to face increasingly complex social, economic, and technological changes. In this context, life skills education has emerged as an essential component of contemporary education because it supports students in developing personal, social, academic, and vocational competencies needed for future readiness (UNESCO, 2021). Educational institutions are therefore challenged to implement management systems that are adaptive, learner-centered, and responsive to changing societal demands.

Non-formal education institutions play a strategic role in expanding educational access and strengthening practical competencies relevant to community life. In Indonesia, *Sanggar Kegiatan Belajar* (SKB) serves as a community-based educational institution that provides alternative educational services for learners from diverse socio-economic backgrounds. Beyond functioning as an instructional institution, SKB is also expected to become an adaptive educational ecosystem capable of responding to local community needs, labor market demands, and social transformation. Such institutional adaptability is increasingly important in the era of educational innovation and organizational resilience (Hallinger, 2021).

Recent academic literature has increasingly emphasized the role of organizational flexibility in navigating educational disruptions. Studies on adaptive school management (e.g., Bryant et al., 2022; Martinez & Chen, 2023) suggest that rigid bureaucratic structures often fail during rapid socio-economic or localized shifts. Furthermore, research into educational resilience (e.g., Al-Harthi, 2022; Thompson, 2024) indicates that an institution's capacity to buffer external shocks and adapt its curriculum directly determines student outcomes.

However, a critical comparison of these existing studies reveals a significant literature gap. The vast majority of current research heavily focuses on formal schooling systems, such as K-12 or higher education frameworks. For instance, while standard models of educational management (e.g., Davies & Henderson, 2021) analyze decentralized decision-making in public schools, they overlook the unique operational dynamics of non-formal education (NFE). Non-formal institutions cater to highly volatile, diverse, and often marginalized student demographics, requiring a completely different layer of agility. Consequently, there is a distinct lack of empirical evidence showing how adaptive management models translate into non-formal environments, particularly within community learning centers like *Sanggar Kegiatan Belajar* (SKB).

The implementation of life skills education requires educational management practices that emphasize collaboration, contextual learning, institutional flexibility, and sustainable innovation. Adaptive educational management refers to an institution's ability to design responsive learning systems through collaborative governance, learner-centered approaches, contextual curriculum adaptation, and continuous evaluation practices.

Through adaptive management, educational institutions are able to foster independence, critical thinking, communication skills, creativity, and problem-solving abilities among learners (Fullan, 2020).

However, the implementation of life skills education in non-formal educational institutions continues to face several challenges. Differences in educators' understanding of life skills concepts, limited integration of life skills into instructional activities, and varying levels of student readiness often hinder optimal program implementation. Therefore, addressing these gaps makes this research highly significant. Understanding how non-formal institutions manage these challenges is crucial because it provides actionable frameworks for educational leaders to optimize life skills delivery. Practically, this study offers institutional leaders and policymakers a blueprint for designing agile, responsive curricula that can adapt to localized community needs, ultimately ensuring that non-formal education remains a robust safety net and empowerment tool for out-of-school youth and diverse learners. Furthermore, educational institutions are required to continuously adjust their instructional strategies and organizational practices to accommodate diverse learner characteristics and dynamic social realities.

Previous studies concerning life skills education have generally focused on instructional methods, curriculum implementation, and competency development outcomes (Rahmati et al., 2010; Shaumi, 2015). Nevertheless, limited research has examined life skills education from the perspective of adaptive educational management within non-formal educational settings. Failing to address this research gap poses a substantial risk to the sector. Without a clear understanding of adaptive governance in non-formal education, these institutions risk implementing rigid, outdated programs that fail to respond to immediate community needs, ultimately leaving out-of-school youth further disconnected from employment opportunities. Therefore, exploring this gap is critical to ensuring educational equity and institutional sustainability.

To bridge this divide, this study offers a distinct novelty. While previous research tends to isolate life skills pedagogy from institutional administration, this article explicitly conceptualizes adaptive management as an operational catalyst for skill acquisition. It differentiates itself from prior literature by examining the structural flexibility of non-formal education from a bottom-up, stakeholder-collaborative lens rather than a top-down bureaucratic perspective, providing a novel framework for resilient educational governance in marginalized settings.

Therefore, this study aims to explore how adaptive educational management practices are implemented in developing life skills education at East Balikpapan and West Balikpapan Sanggar Kegiatan Belajar (SKB). This study specifically examines learner-centered planning, contextual learning implementation, collaborative stakeholder engagement, and continuous monitoring systems that support students' personal, social, academic, and vocational development. To achieve these objectives, this research addresses the following core research questions: How is adaptive educational

management systematically implemented within non-formal education institutions in Balikpapan?

1. What instructional and learning strategies are employed to develop learners' life skills competencies?
2. How do stakeholder engagement and collaborative governance contribute to the organizational adaptability of these institutions?
3. What outcomes or impacts are associated with the implementation of adaptive management practices in life skills education?

Ultimately, the findings are expected to contribute to contemporary discussions concerning adaptive educational governance, organizational innovation, and inclusive management practices in non-formal education. Theoretically, this study expands upon Fullan's (2020) and Hallinger's (2021) concepts of educational leadership by proposing an integrated model of community-based adaptive management. It shifts the theoretical discourse of life skills education from a purely pedagogical focus toward an organizational management perspective within the context of non-formal education.

The study contributes to contemporary discussions concerning adaptive educational governance, organizational transformation, and learner-centered management practices in education. **By extending existing management theories into the non-formal sector, this research establishes that organizational adaptability and collaborative governance are not merely administrative functions, but fundamental pedagogical prerequisites for effective life skills development.**

RESEARCH METHODOLOGY

This study employs a qualitative research design with a case study approach. A case study was deemed the most appropriate methodology because this research aims to understand a contemporary, complex phenomenon deeply within its real-life context—specifically, how adaptive management structures operate dynamically within non-formal education—where the boundaries between the phenomenon and the institutional context are highly intertwined (Yin, 2018). Methodologically, this study is grounded in the case study tradition established by Robert K. Yin (2018), which prioritizes exploratory and descriptive inquiries to answer "how" and "why" questions regarding organizational practices. This framework allows the researcher to capture the nuanced, multi-perspective realities of governance and leadership that quantitative metrics cannot fully reflect.

The research was purposively conducted at two distinct sites: East Balikpapan Sanggar Kegiatan Belajar (SKB) and West Balikpapan Sanggar Kegiatan Belajar (SKB). These institutions were selected because they represent the primary public non-formal education centers in Balikpapan City that have actively pioneered the integration of adaptive management to tackle shifting socio-economic challenges. This dual-case setup makes the study highly worthy of investigation; despite operating under the same municipal policy, each institution serves vastly different student demographics and localized community demands. Consequently, studying these two sites provides a

compelling comparative landscape to examine how structural flexibility and institutional resilience are operationalized differently under shared external regulations.

Explicitly, the unit of analysis in this study is the institutional implementation of adaptive educational management practices that support life skills development. Rather than focusing isolatedly on individual teacher performance or measuring student test scores as independent outputs, the analysis centers on the holistic organizational processes, collaborative governance networks, learner-centered planning frameworks, and continuous monitoring systems enacted across both selected cases.

Participant Selection and Characteristics

The participants of this study were selected using a purposive sampling technique. The primary selection criterion was the participants' direct involvement and active experience in implementing or supporting life skills education programs for a minimum of three years, ensuring they could provide rich, relevant data. A total of 24 participants were involved, consisting of:

- **2 School Leaders:** (2 males; aged 45–50; holding Master's degrees) serving as the primary decision-makers with over 5 years of leadership experience in non-formal education.
- **10 Educators:** (6 females, 4 males; aged 30–45; holding Bachelor's degrees) acting as life skills facilitators with at least 3 years of teaching experience at the institutions.
- **4 Educational Staff:** (2 females, 2 males; aged 28–40; holding Diploma/Bachelor's degrees) responsible for administrative and program support.
- **8 Parents:** (5 females, 3 males; aged 35–50; with varying educational backgrounds). The parents were purposively selected based on their active involvement in the school committee and their experience acting as learning companions for their children in the SKB program for at least 2 to 4 years.

Data Collection Techniques

Data were collected through semi-structured interviews, direct observations, and document analysis:

- **Interviews:** Conducted face-to-face with each participant. To ensure depth, each participant underwent two interview sessions, with each session lasting between 45 to 60 minutes. Examples of the interview questions included: (1) *"How does the institution identify and plan life skills programs based on students' contextual needs?"*, (2) *"What specific challenges do you face in adapting the curriculum, and how do you overcome them?"*, and (3) *"How do parents and the community contribute to the evaluation and improvement of the program?"*
- **Observations:** Direct observations were scheduled over a six-month period (June to December 2025). The researchers conducted observations twice a week, with each session lasting approximately 2 hours. The observations focused on

instructional activities (e.g., project-based learning, business simulations), stakeholder coordination meetings, and teacher-student interactions.

- **Document Analysis:** To triangulate the data, various institutional documents were analyzed, including institutional curriculum documents, life skills learning modules, student project reports, institutional strategic plans, and meeting minutes regarding program evaluations.

Data Analysis and Trustworthiness

Data analysis followed the interactive model proposed by Miles et al. (2020), which includes data collection, data condensation, data presentation, and conclusion drawing. The analysis was conducted manually without the use of specific qualitative data analysis software. It followed a systematic thematic coding process divided into three stages:

1. **Open Coding:** Raw data from interview transcripts and observation notes were broken down into initial codes related to planning, instructional strategies, and stakeholder involvement.
2. **Axial Coding:** The initial codes were connected and grouped into broader conceptual categories (e.g., grouping "parental feedback" into "Collaborative Governance").
3. **Selective Coding:** These categories were synthesized and refined into the core research themes to map the relationships between institutional governance and students' skill development. Subsequently, a cross-case analysis was performed to compare thematic patterns between East Balikpapan SKB and West Balikpapan SKB.

To ensure the credibility and reliability of the data analysis, an inter-coder reliability strategy was employed. Two researchers independently coded the first five interview transcripts. The coding results were compared, and any discrepancies were thoroughly discussed until a consensus was reached. Additionally, member checking was conducted by returning the synthesized core themes to key participants to verify that the findings accurately represented their experiences.

RESULT AND DISCUSSION

Adaptive Educational Planning in Life Skills Development

The findings reveal that adaptive educational management at East Balikpapan and West Balikpapan SKB begins with highly responsive, learner-centered planning processes. Rather than rigidly adhering to a standardized national curriculum, educational programs were systematically designed and continuously modified through student needs analysis, collaborative discussions among educators, and direct stakeholder involvement.

This adaptive planning process is strictly driven by the contextual needs of the students across different developmental stages. For instance, at the junior high school

level, educators observed a growing need for emotional resilience following the transition back to face-to-face learning. To address this, the planning was adjusted to emphasize adolescent adaptation and emotional development. One of the educators explained this flexibility:

"We do not just strictly follow the standard syllabus. During our preliminary needs assessment last semester, we noticed that many junior high students struggled with emotional regulation and peer collaboration. Therefore, we immediately restructured our lesson plans to include team-building and emotional management modules before diving into hard vocational skills." (E3, Educator)

This quote illustrates how institutional flexibility is translated into instructional planning. Table 1 summarizes the focus of these adaptive plans across educational levels, demonstrating that expected competencies dictate the adaptive management strategies employed.

Table 1. Adaptive Educational Planning in Life Skills Development

Educational Level	Planning Focus	Adaptive Management Strategies	Expected Competencies
Elementary School	Independence, communication, cooperation, responsibility	Student needs analysis, contextual learning design, collaborative planning with parents and teachers	Basic personal and social skills
Junior High School	Emotional development, leadership, adolescent adaptation, critical thinking.	Reflective curriculum planning, collaborative teacher discussions, learner-centered strategies	Critical thinking, emotional management, teamwork
Senior High School	Career preparation, entrepreneurship, digital literacy, higher education readiness	Stakeholder collaboration, vocational orientation, flexible instructional planning	Career readiness, communication competence, and problem-solving skills

The narrative evidence strongly suggests that adaptive educational management enables institutions to develop responsive learning systems aligned with learners' immediate developmental realities rather than theoretical assumptions. The active collaboration among educators and parents during the planning phase reflects a robust learner-centered governance, transitioning the institution from a rigid bureaucratic entity to an agile educational ecosystem.

Contextual and Experiential Learning Implementation

The implementation of life skills education in both institutions utilized contextual and experiential learning approaches designed to encourage active student participation

and practical skill acquisition. The institutions moved beyond theoretical lectures by deploying project-based learning, simulations, role-playing, and internships.

A concrete example of this was observed at East Balikpapan SKB, where students were engaged in business simulations and social projects to foster independence and entrepreneurship. During one observation session, students were given a small initial capital to design, create, and market recycled craft products to the local community. The educator's strategy shifted from 'teaching' to 'facilitating':

"Our goal is for them to experience the real-world pressures of solving problems. When their initial product design failed to attract buyers during the simulation, I didn't give them the answer. I asked them to evaluate the market demand and redesign. That is where true critical thinking and adaptability are formed." (E7, Educator)

Similarly, at West Balikpapan SKB, the focus was placed on communication and psychosocial resilience. They implemented stress management workshops and reflective collaborative assignments. A school leader noted:

"Our demographics consist of many marginalized youths who lack self-confidence. By organizing speech contests and interactive workshops, we force them out of their comfort zones in a safe, guided environment. The transformation in their communication skills over three months has been highly evident." (SL2, School Leader)

Table 2. Implementation of Contextual and Experiential Learning Activities

Institution	Learning Activities	Instructional Approaches	Competencies Developed
East Balikpapan SKB	Problem-solving projects, leadership training, business simulations, social projects	Project-based learning, experiential learning, collaborative learning	Independence, critical thinking, leadership, creativity
West Balikpapan SKB	Speech contests, stress management workshops, industrial visits, reflective assignments	Reflective learning, contextual learning, collaborative activities	Communication skills, emotional management, teamwork
Both Institutions	Extracurricular activities, internships, group discussions	Learner-centered and participatory approaches	Collaboration, problem-solving, adaptability

As summarized in Table 2, these instructional approaches represent critical forms of micro-innovation within non-formal education management. The data confirms that learning activities designed to mirror social realities effectively foster resilience, creativity, and problem-solving abilities. The experiential learning practices significantly contributed to students' emotional management and readiness to participate in vocational environments, transitioning raw curriculum plans into tangible student competencies.

Collaborative Governance and Institutional Adaptability

A pivotal finding of this study is the intensive, structured involvement of stakeholders in driving institutional adaptability. Adaptive governance was not merely

theoretical; it was operationalized through regular, structured collaboration among teachers, institutional leaders, parents, and external practitioners.

Parents, in particular, played a critical role in the continuous monitoring and evaluation of the life skills programs. Instead of being passive recipients of student report cards, parents were actively involved in monthly reflective evaluation meetings. One parent described their concrete involvement:

"I attend the evaluation meetings every month. The tutors always ask us how our children are applying the skills at home. For example, when my son was taking the independence module, I reported that he was still struggling with time management at home. The school then adjusted his specific mentoring targets for the next month based on my feedback." (P4, Parent)

This level of continuous monitoring enables institutions to identify specific students requiring additional support and rapidly adapt educational interventions.

Table 3. Collaborative Governance and Institutional Adaptability

Governance Components	Implementation Practices	Stakeholders Involved	Institutional Impact
Collaborative Planning	Joint curriculum reflection and program design	Teachers, school leaders, parents	Responsive educational planning
Continuous Monitoring	Observation, project assessment, counseling, reflective evaluation	Teachers and counselors	Improved learner support systems
Stakeholder Engagement	Parent communication, practitioner involvement, community collaboration	Parents, external practitioners, community members	Strengthened institutional adaptability
Flexible Instructional Adjustment	Modification of learning strategies based on student needs	Educators and school leaders	Inclusive and adaptive learning environment

The evidence presented above and summarized in Table 3 confirms that adaptive educational governance is fundamentally strengthened through collaborative stakeholder participation. The direct involvement of parents and community members creates a feedback loop that fortifies the institution's responsiveness and resilience. This proves that non-formal educational institutions can successfully operate as adaptive educational ecosystems—empowering learners for future readiness not through rigid top-down directives, but through inclusive, community-driven collaboration.

DISCUSSION

The empirical evidence from East Balikpapan SKB and West Balikpapan SKB demonstrates that adaptive educational management is not merely an operational adjustment, but a strategic imperative for institutional survival and relevance. When analyzed through the lens of **Organizational Adaptation Theory**, the practices observed in both institutions reflect how non-formal education centers dynamically realign their internal structures to match rapidly shifting external environmental demands (Yin, 2018).

Theoretical Integration with Organizational Adaptation Theory

Organizational Adaptation Theory posits that an institution's survival depends on its capacity for *environmental scanning* and *structural flexibility* (Robinson, 2018). In this study, the learner-centered planning process implemented by both SKBs serves as a concrete manifestation of continuous environmental scanning. Rather than operating as passive recipients of centralized mandates, these institutions actively map the localized socio-economic vulnerabilities of their students. This proactive alignment confirms Robinson's (2018) assertion that adaptive organizations must maintain porous boundaries with their environments to absorb feedback and adjust core processes. At the micro-instructional level, the shift from rigid, predefined syllabi to flexible modules—such as the rapid deployment of emotional regulation training—illustrates *structural flexibility*. The organization decentralizes instructional autonomy, empowering educators to act as frontline adaptive agents who modify the curriculum in real time based on immediate classroom realities.

Critical Comparison with Prior Literature and Contextual Nuances

These findings corroborate the research by Schleicher (2019) and UNESCO (2021), which emphasizes that future-ready educational management must transition toward agile, network-based ecosystems. However, while prior studies predominantly focus on formal schooling systems where adaptation is often constrained by rigid standardized testing, this study reveals that the *non-formal educational context* inherently fosters a higher degree of institutional agility.

Conversely, the results diverge from traditional bureaucratic educational models which argue that strict standardization is required to maintain educational quality across decentralized sites. In this study, despite operating under the same municipal policy, East Balikpapan SKB and West Balikpapan SKB diverged significantly in their operational focus—the former emphasizing entrepreneurial hard skills while the latter focused on psychosocial resilience. This divergence highlights how localized community demands and participant demographics heavily influence organizational adaptation. Standardization in this context would have resulted in institutional misalignment, failing to meet the distinct survival needs of the respective student bodies.

An Unexpected Finding: The Hybrid Bureaucracy Paradox

An unexpected and highly critical finding emerged during the cross-case analysis: the existence of a "hybrid bureaucracy paradox." While both institutions successfully operationalized flexible, adaptive learning frameworks, they simultaneously maintained rigid, traditional bureaucratic documentation protocols for regional accountability. Bureaucratic administrative structures did not completely dissolve; rather, they coexisted with adaptive practices.

This happens because non-formal public institutions in Indonesia must navigate a dual reality: they must be agile enough to serve marginalized grassroots communities, yet rigid enough to comply with state accountability audits. This unexpected finding implies that organizational adaptation in public education does not require total de-bureaucratization. Instead, it requires the cultivation of organizational ambidexterity—the ability to be administrative and compliant on one hand, while remaining organic and responsive on the other.

Theoretical Contributions and Deeper Analysis ("Why it Matters")

Why do these findings matter, and why does this happen? The transition toward adaptive governance happens because top-down, one-size-fits-all educational management is fundamentally ill-equipped to address modern socio-economic volatility. In non-formal education, where student retention is highly dependent on immediate program relevance, failing to adapt means immediate organizational obsolescence.

This study offers a significant **theoretical contribution** by expanding Organizational Adaptation Theory—which has been traditionally applied to corporate settings or formal higher education—into the domain of public non-formal education. It conceptualizes a model of "Community-Driven Adaptive Governance," proving that institutional resilience is not merely driven by visionary leadership from the top, but is co-created through a dense feedback loop involving parents, educators, and external practitioners. By proving that inclusive stakeholder engagement serves as the ultimate anchor for institutional adaptability, this study reframes parents from passive consumers of education into active co-managers of the institutional adaptive strategy.

SYNTHESIS AND CROSS-CASE INTERPRETATION

Beyond the descriptive implementation of management strategies, a clear pattern emerges connecting the three core findings: learner-centered planning directly dictates the success of contextual learning, which is ultimately sustained by collaborative governance. The findings reveal a cyclical relationship where continuous monitoring (as part of governance) feeds back into adaptive planning, creating a responsive educational ecosystem.

When comparing the two institutions, distinct contextual interpretations of life skills were observed. East Balikpapan SKB leaned heavily toward entrepreneurial and leadership competencies through problem-solving and business simulations. In contrast, West Balikpapan SKB focused more on psychosocial resilience and emotional management through speech contests and stress management workshops. This comparison highlights that adaptive management in non-formal education is not a "one-size-fits-all" model; rather, it is highly dependent on the localized socio-cultural landscape and specific demographic needs of the learners.

Overall, these findings can be interpreted as evidence that non-formal education institutions (SKB) are evolving from traditional top-down instructional centers into agile,

community-driven hubs. The synergy between institutional flexibility and active stakeholder engagement is the primary catalyst that transforms theoretical life skills into practical, future-ready competencies for marginalized or diverse learners.

CONCLUSION

This study provides a comprehensive synthesis of adaptive educational management practices within non-formal education institutions, specifically at East Balikpapan SKB and West Balikpapan SKB. The findings demonstrate that institutional resilience and programmatic relevance do not derive from rigid compliance with centralized structures, but are co-created through an integrated, dynamic ecosystem. This ecosystem seamlessly unifies learner-centered planning, contextual curriculum flexibility, experiential instructional delivery, and inclusive stakeholder collaborative governance. Rather than viewing these elements as isolated management functions, this study synthesizes them into a unified model of *Community-Driven Adaptive Governance*, where continuous environmental scanning and flexible internal adjustments enable public non-formal institutions to remain agile amidst socio-economic volatility.

Theoretical Contributions

The study offers a significant theoretical contribution by extending **Organizational Adaptation Theory** into the under-researched domain of public non-formal education. While traditional adaptive management models are heavily grounded in corporate or formal higher education settings, this research proves that adaptability can be operationalized within public, bureaucratic constraints through a "hybrid bureaucracy" framework. It expands the theory by demonstrating that inclusive stakeholder engagement—particularly the active inclusion of parents as co-managers of the educational strategy—acts as the ultimate anchor for institutional adaptability, thereby shifting the perception of parents from passive consumers to active drivers of institutional resilience.

Practical and Policy Implications

Practically, these findings serve as a strategic roadmap for non-formal education administrators and practitioners, suggesting that institutions must decentralize instructional autonomy and empower educators to modify curricula in real-time based on immediate localized demands. For policymakers, this study implies a critical need to transition from rigid, standardized accountability audits toward more flexible, output-oriented evaluation frameworks that accommodate the diverse, shifting demographics served by non-formal learning centers.

Limitations of the Study

In the spirit of academic transparency, several limitations must be acknowledged. First, due to its qualitative case study design, this research focuses deeply on exploring institutional processes within a specific localized context rather than testing

causal relationships or measuring statistical generalizability across broader regions. Second, because data collection relied significantly on self-reported semi-structured interviews, the findings are inherently subject to participant recall bias or social desirability bias. Finally, the six-month observation window captures a cross-sectional snapshot of adaptation rather than mapping the long-term sustainability of these adaptive management structures over multiple years.

Recommendations for Future Research

To build upon these insights, future research should transition toward multi-case or comparative designs that contrast public non-formal centers (SKBs) with private vocational non-formal training centers (LKPs) across multiple municipalities to observe variations in adaptive capacity. Additionally, longitudinal studies are highly recommended to track how these adaptive structures evolve over an extended period. Finally, future scholars could deploy mixed-methods approaches, utilizing quantitative metrics to measure the direct statistical impact of adaptive management strategies on long-term student vocational retention and economic independence.

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