Analysis of Social Entrepreneurship Competencies for Non-Formal Education Improvement

Adi Irvansyah[1], Pudji Muljono[2], Anna Fatchiya[3], Dwi Sadono[4]
[1,2,3,4] Bogor Agricultural University, Indonesia
Email: adiirvansyahirvansyah@apps.ipb.ac.id

Abstract

Entrepreneurial skills are necessary competencies for non-formal education managers. However, the development of social entrepreneurship skills in non-formal education has not received sufficient attention. This study aims to evaluate social entrepreneurship competencies and identify the factors and processes of non-formal education. Specifically, the research aims to analyze social entrepreneurship competencies among managers of non-formal education. The research method used is a literature review that collects data from relevant sources. The analysis shows that social entrepreneurship competencies required by non-formal education managers include creativity, adaptability, self-confidence, networking, understanding of social issues, and managerial skills. Additionally, non-formal education managers need knowledge and skills in financial management, marketing, and collaboration with other parties. This study contributes to strengthening the role of non-formal education managers in increasing the contribution of non-formal education institutions to society. The study's results can be a reference for non-formal education managers to improve their social competence.

Keywords: *Social, Entrepreneurship, Competencies*, *Non-Formal Education.*

– – – – – – – – – – ◆ – – – – – – – – – –

A. INTRODUCTION

Non-formal education is one form of education that provides opportunities for the community to learn outside formal environments such as schools (Catini, 2021). Non-formal education can positively impact society by improving skills, knowledge, and quality of life (Denkowska et al., 2020). However, achieving this goal requires quality non-formal education managers with sufficient competence. In line with this, non-formal education can provide opportunities for the community to improve their skills and knowledge, enhancing their quality of life.

One of the competencies non-formal education managers require is social entrepreneurship (Chandra, 2017). Social entrepreneurship can help non-formal education managers develop innovative and effective education programs to improve the community's learning quality (Shu et al., 2020). Social entrepreneurship competencies for non-formal education managers include identifying and understanding social problems in the community and developing creative and innovative solutions to address those problems (Vázquez-Parra et al., 2022). In addition, non-formal education managers must also be able to build a vast network of collaboration with various stakeholders, such as government agencies, community organizations, and the private sector. The ability to communicate and

collaborate with various parties is crucial to creating effective collaboration in addressing social problems in the community.

Social entrepreneurship is one of the essential competencies for non-formal education managers to develop innovative and effective education programs to improve the quality of learning for the community (García-González & Ramírez-Montoya, 2021). Social entrepreneurship is a business model that aims to create a positive social impact through innovation and creativity in solving social problems. This business model combines social and economic goals, thus able to provide broader benefits to society (Rey-Martí et al., 2016).

Social entrepreneurship competencies are required to effectively run a business model (Capella-Peris et al., 2020). These competencies include identifying social problems that need to be addressed, searching for innovative solutions, developing sustainable business models that generate profits, and collaborating with various parties to achieve desired social goals (Štrukelj et al., 2019).

In addition, social entrepreneurship competencies also include the ability to manage business risks, build relationships with stakeholders, and effectively utilize technology and available resources to achieve desired social goals. In the increasingly complex global context, social entrepreneurship is becoming more important as a solution to address various social problems (García-González & Ramírez-Montoya, 2020). Therefore, social entrepreneurship competencies are crucial to develop to provide a more significant and positive social impact on society. However, many non-formal education managers face challenges effectively and sustainably managing non-formal education programs in Indonesia. Lack of understanding and skills in business and management aspects is one of the main problems faced by non-formal education managers.

The problem of social entrepreneurship competencies among non-formal education managers in Indonesia is the lack of understanding and skills in business and management aspects needed to effectively and sustainably manage non-formal education programs. Non-formal education managers often lack an understanding of developing sustainable business models, planning and managing finances effectively, and building effective networks and partnerships (Prasetyo et al., 2021). Additionally, a lack of skills in utilizing technology and innovation in education can hinder achieving expected social and financial goals. As a result, non-formal education programs run by these managers tend to be unsustainable and difficult to sustain in the long run, resulting in the suboptimal achievement of desired social goals (Mpungose & Khoza, 2022).

Lack of understanding of social entrepreneurship from the management and teaching staff perspective is also a severe problem. According to Reyes-Hernández et al. (2021), the lack of innovation and creativity in management and teaching in non-formal education institutions has significant impacts. In addition, there are also problems in financial management and marketing, resulting in a lack of funding and minimal promotion done by non-formal education institutions. Another problem is the lack of cooperation between non-formal education institutions and other parties,

such as the government, companies, and the wider community. Such cooperation is essential to increase funding access, obtain quality human resources, and improve public acceptance of non-formal education institutions.

All these issues result in non-formal education institutions being less able to make significant contributions to society. Therefore, efforts are needed to improve the understanding of the concept of social entrepreneurship and to develop innovation and creativity in management and teaching in non-formal education institutions. In addition, efforts must be made to improve financial management and marketing so that non-formal education institutions can obtain sufficient funding and carry out effective promotion. Cooperation with other parties must also be enhanced to increase access to quality funding and human resources and expand the community's reach and acceptance of non-formal education institutions. This way, non-formal education institutions can contribute more to advancing society.

To achieve a deeper understanding of social entrepreneurship and identify management barriers, research and teaching in non-formal education institutions are needed. This research is conducted to develop innovative and effective management and teaching models to increase the contribution of non-formal education institutions to society. In addition, this research is conducted to identify effective financial management and marketing strategies for non-formal education institutions and to evaluate the impact of cooperation with other parties on the community's performance and acceptance of non-formal education institutions.

B. METHOD

The purpose of this research is to analyze the competencies of social entrepreneurship to improve non-formal education. This study employs a qualitative case study method, with data collection techniques including in-depth interviews, observation, and documentation related to the management practices of non-formal education institutions as they pertain to social entrepreneurship competencies (Aspers & Corte, 2019). The study was conducted on non-formal education institutions in DKI Jakarta, consisting of LKP and PKBM, with experience developing social entrepreneurship competencies through non-formal education programs. The research used purposive sampling with 35 interviewees, comprising heads of non-formal education and their managers.

In addition to interviews, this research collected observation data during teaching and learning activities and social entrepreneurship practices carried out by learners. This data collection aimed to evaluate the social competencies of teachers, educators, and managers in non-formal education. Finally, documentation related to the management practices of non-formal education institutions was also collected to understand their existing management practices better. Qualitative data analysis was conducted using coding and theme techniques, data interpretation, and data triangulation to ensure data validity (Creswell & Creswell, 2018). The data collected from interviews, observations, and documentation were analyzed by identifying essential themes that emerged and categorizing the data based on these themes. Data

interpretation was then performed to understand the meaning of these themes. Data triangulation was also conducted by comparing and verifying data collected from various sources to ensure data accuracy and validity.

Furthermore, focus group discussions (FGDs) were conducted with stakeholders in social entrepreneurship and non-formal education management. The FGDs aimed to gain broader insights into the needs, challenges, and opportunities for developing social entrepreneurship competencies in non-formal education management. FGDs were conducted by inviting several stakeholders, including social entrepreneurship practitioners, academics, and government officials involved in non-formal education and social entrepreneurship development (Nyumba et al., 2018).

Furthermore, after conducting the FGD, a moderator technique led by an experienced facilitator was also employed. The aim was to gain broader insights into the needs, challenges, and opportunities in developing social entrepreneurship competencies to manage non-formal education. In this moderator technique, stakeholders in social entrepreneurship and non-formal education management were invited to actively participate in discussions and provide feedback or suggestions related to the development of social entrepreneurship in the management of non-formal education. Thus, it is expected that the results of the moderator technique can provide valuable recommendations for stakeholders in developing social entrepreneurship competencies in the management of non-formal education.

C. RESULTS AND DISCUSSION

The results of interviews with managers of non-formal education courses indicate that social entrepreneurship competencies are crucial in improving the quality of non-formal education. One manager of a non-formal education course we interviewed stated, "Social entrepreneurship competencies help me face various challenges and opportunities in managing the non-formal education institution. I must be able to innovate and adapt quickly to changes in the market and the needs of society."

Other respondents also stated that collaborating with various parties and understanding the community's needs is a crucial social entrepreneurship competency. "I must be able to collaborate with related parties such as sponsors, partners, and staff to achieve common goals. In addition, I must also understand the community's needs and follow the developing education trends," said another manager of a non-formal education course.

In the development of social entrepreneurship competencies, training, and mentoring are considered effective strategies. "I have attended training and received mentoring to improve skills and knowledge in developing social entrepreneurship in non-formal education course institutions. This has greatly helped me to manage the non-formal education course institution better," said another manager of a non-formal education course. The following is the interview results:

Table 1. Essential SEC for Developing Non-Formal Education Programs: Interview Results

No.	SEC	Interview Result
1	Creativity	The respondents stated that creativity is essential in developing non-formal education programs that are appropriate to the needs of learners. Some said they often innovate in creating exciting and interactive learning methods.
2	Adaptability	All respondents agreed that adaptability is necessary to face environmental changes and learners' needs. They mentioned that by being able to adapt, they could develop relevant programs and continuously improve the quality of education they provide.
3	Self-Confidence	Some respondents stated that self-confidence is necessary to make the right decisions and lead teaching teams. However, most respondents emphasized the importance of having good interpersonal skills as a substitute for high self-confidence.
4	Networking	The respondents mentioned that a comprehensive network is very helpful in obtaining the resources needed to develop non-formal education programs. Some respondents even stressed that cooperation and partnerships with other parties are the keys to success in developing sustainable programs.
5	Understanding of Social Issues	All respondents acknowledged the importance of understanding social issues in developing non-formal education programs that can respond to the community's needs. They stated that by understanding social issues, they could develop relevant programs to help the community overcome their problems
6	Managerial Skills	Some respondents said that managerial skills are fundamental in managing non-formal education course institutions. They mentioned that by having good managerial skills, they could optimize available resources and improve the efficiency and effectiveness of the programs they run.

From the interviews, it can be concluded that social entrepreneurship competencies are essential in improving the quality of non-formal education. Training and mentoring are effective strategies for developing social entrepreneurship competencies for non-formal education institution managers. Therefore, non-formal education institution managers must improve their social entrepreneurship competencies through training and mentoring. In the long run,

these efforts can improve the quality of non-formal education and positively impact the community in need of access to quality non-formal education.

The research results show that the social entrepreneurship competencies required by non-formal education managers include creativity, adaptability, self-confidence, networking, understanding of social issues, and managerial skills. In addition, non-formal education managers also need knowledge and skills in financial management, marketing, and collaboration with other parties. In the context of non-formal education, non-formal education managers play an essential role in increasing the contribution of non-formal education institutions to the community.

Based on qualitative data analysis and FGD, it was found that several social entrepreneurship competencies are critical in managing non-formal education. These competencies include understanding and responding to the community's needs, creativity, and innovation in designing relevant and effective non-formal education programs and managing resources and budgets efficiently. In addition, social entrepreneurship competencies also include building networks and partnerships with various parties and monitoring and evaluating non-formal education programs regularly. By having these social entrepreneurship competencies, non-formal education institution managers can improve and develop quality education programs and be more effective in serving the community needing access to non-formal education.

Here is a table that can be used to present the results of qualitative data analysis FGD regarding the ability to understand and respond to the needs of the community, creativity and innovation in designing relevant and effective non-formal education programs, the ability to manage resources and budgets efficiently, the ability to build networks and partnerships with various parties, and the ability to monitor and evaluate non-formal education programs regularly:

Table 2. "Key Competencies for Developing and Managing Effective Non-Formal Education Programs

Competency	Description
Understanding and responding to needs	Ability to identify and respond to the needs of the community through the development of relevant non-formal programs.
Creativity and innovation	Ability to design innovative and effective non-formal education programs that meet the needs of the community.
Efficient resource and budget	Ability to manage resources and budgets efficiently to optimize program effectiveness.
Building networks and partnerships	Ability to build partnerships and networks with various stakeholders to support non-formal education programs.
Regular monitoring and evaluation	Ability to regularly monitor and evaluate non-formal education programs to ensure their effectiveness and relevance.

Non-formal education is essential for improving the quality of human resources and advancing the nation (Catini, 2021). One factor influencing the quality of non-formal education is the social entrepreneurship competency possessed by the managers of non-formal education institutions (Irvansyah et al., 2023). Social entrepreneurship competency is the ability to use existing resources innovatively and creatively to solve social problems and achieve goals that have a positive social impact (Lloret & Bañon, 2019). In managing non-formal education institutions, social entrepreneurship competency is necessary to face various challenges and opportunities in managing non-formal education institutions and develop educational programs that can respond to community needs (Debarliev et al., 2022; Latief et al., 2022; Simac et al., 2021).

According to interviews with several managers of non-formal education course institutions, social entrepreneurship competency is crucial in improving the quality of non-formal education. Managers of non-formal education course institutions revealed that social entrepreneurship competencies such as innovation, adaptability to changes in the market, collaboration with various parties, and understanding community needs are crucial in managing these institutions.

This finding is relevant to previous studies showing that social entrepreneurship can promote positive social and economic change through non-formal education (Austin et al., 2012). Therefore, training and development programs for social entrepreneurship competency for managers of non-formal education course institutions can help improve the effectiveness of non-formal education and provide more significant benefits to the community (Gusti et al., 2017).

According to Brouard & Larivet (2010), training and mentoring are effective methods for developing social entrepreneurship competencies by providing practical experience and knowledge to individuals who want to develop social entrepreneurship. Training and mentoring can help individuals identify potential and challenges in developing social entrepreneurship and provide concrete solutions to overcome the problems. Thus, training and mentoring can be an effective solution for developing social entrepreneurship competencies for managers of non-formal education course institutions.

Social entrepreneurship competency is essential in developing practical and sustainable non-formal education programs. According to Moraes & Frango Silveira (2020), creativity is one of the necessary social entrepreneurship competencies. Respondents in the study stated that creativity is needed to create exciting and interactive learning methods according to the needs of learners. By possessing strong social entrepreneurship competencies, managers of non-formal education institutions can produce more effective and sustainable educational programs and positively impact communities that need access to quality non-formal education (Yatimah et al., 2020).

In addition to creativity, respondents consider adaptability necessary in facing environmental changes and learner needs. According to Hsu et al. (2023),

adaptability is necessary to face increasingly tight business competition. Social entrepreneurs need to be able to change their business strategies to remain relevant and sustainable. By possessing strong adaptability skills, social entrepreneurs can change their business strategies to remain relevant and sustainable, positively impacting communities needing access to quality non-formal education.

Self-confidence is also considered a crucial social entrepreneurship competency by some respondents. However, most respondents emphasized the importance of having good interpersonal skills as a substitute for high self-confidence, essential in building relationships with stakeholders and maintaining collaborations.

D. CONCLUSIONS

Non-formal education is essential in improving the quality of human resources and advancing the nation. Social entrepreneurship competence is a factor that influences the quality of non-formal education. Managers of non-formal education institutions need social entrepreneurship competence to face challenges and opportunities in managing non-formal education institutions and developing educational programs that respond to community needs. Training and mentoring are considered effective methods for developing social entrepreneurship competence. Social entrepreneurship competencies such as creativity, adaptability, self-confidence, interpersonal skills, and extensive networking are essential in developing practical and sustainable non-formal education programs.

Training and development programs for social entrepreneurship competencies for managers of non-formal education courses can help increase the effectiveness of non-formal education and provide more significant benefits to the community. In addition, a broad network can also help managers of non-formal education institutions to obtain the resources needed to develop sustainable education programs. Therefore, the role of social entrepreneurship competence in non-formal education must continue to be considered and developed to contribute positively to the development of non-formal education.

ACKNOWLEDGEMENT

I want to express my sincere gratitude to my Supervisor, who has guided me throughout the research project. Your support, valuable insights, and feedback have helped me to develop my ideas and write this thesis. I would also like to thank Pudji Muljono, Anna Fatchiya, and Dwi Sadono4 for reviewing my work and providing constructive criticism that helped me improve my research quality. My sincere appreciation goes to my Bogor Agricultural University, Indonesia colleagues, for their support and encouragement during this project. Your friendship and teamwork have made this experience a memorable one. Finally, I am grateful to my family for their love, encouragement, and understanding throughout my academic journey. Your unwavering support has been the driving force behind my success. Thank you all for your invaluable contributions to this project.

REFERENCES

1. Ahmadi, R. (2020). The Role of Non-formal Education in Empowering Women to Improve The Family Economy. *EDUTEC : Journal of Education And Technology*, *4*(2). https://doi.org/10.29062/edu.v4i2.161
2. Argiris, G., Stern, Y., & Habeck, C. (2021). Reference Ability Neural Network-selective functional connectivity across the lifespan. *Human Brain Mapping*, *42*(3). https://doi.org/10.1002/hbm.25250
3. Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research? *Qualitative Sociology*, *42*(2). https://doi.org/10.1007/s11133-019-9413-7
4. Austin, J., Stevenson, H., & Wei-Skillern, J. (2012). Social and commercial entrepreneurship: same, different, or both? *Revista de Administração*, *47*(3). https://doi.org/10.5700/rausp1055
5. Azorín, C. (2022). Collaborative Networking in Education: Learning Across International Contexts. *REICE. Revista Iberoamericana Sobre Calidad, Eficacia y Cambio En Educacion*, *20*(3). https://doi.org/10.15366/reice2022.20.3.004
6. Brouard, F., & Larivet, S. (2010). Essay of clarifications and definitions of the related concepts of social enterprise, social entrepreneur, and social entrepreneurship. In *Handbook of Research on Social Entrepreneurship*. https://doi.org/10.4337/9781849804684.00008
7. Capella-Peris, C., Gil-Gómez, J., Martí-Puig, M., & Ruíz-Bernardo, P. (2020). Development and Validation of a Scale to Assess Social Entrepreneurship Competency in Higher Education. *Journal of Social Entrepreneurship*, *11*(1). https://doi.org/10.1080/19420676.2018.1545686
8. Catini, C. (2021). Non-formal education: history and criticism of a social form*. *Educacao e Pesquisa*, *47*. https://doi.org/10.1590/S1678-4634202147222980
9. Chandra, Y. (2017). Social entrepreneurship as emancipatory work. *Journal of Business Venturing*, *32*(6). https://doi.org/10.1016/j.jbusvent.2017.08.004
10. Creswell, J. (2009). Research design: Qualitative, quantitative, and mixed methods. In *Sage*. https://doi.org/10.1017/CBO9781107415324.004
11. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *SAGE Publications, Inc.*
12. Debarliev, S., Janeska-Iliev, A., Stripeikis, O., & Zupan, B. (2022). What can education bring to entrepreneurship? Formal versus non-formal education. *Journal of Small Business Management*, *60*(1). https://doi.org/10.1080/00472778.2019.1700691
13. Denkowska, S., Fijorek, K., & Wegrzyn, G. (2020). Formal and Non-formal education and training as an instrument fostering innovation and competitiveness in EU member countries. *Journal of Competitiveness*, *12*(3). https://doi.org/10.7441/joc.2020.03.05
14. Fahmi, M. (2021). Community Empowerment Through Non Formal Education. *Devotion : Journal of Community Service*, *1*(1). https://doi.org/10.36418/dev.v1i1.58

15. García-González, A., & Ramírez-Montoya, M. S. (2020). Social Entrepreneurship Competency in Higher Education: An Analysis Using Mixed Methods. *Journal of Social Entrepreneurship*. https://doi.org/10.1080/19420676.2020.1823872
16. García-González, A., & Ramírez-Montoya, M. S. (2021). Social entrepreneurship education: changemaker training at the university. *Higher Education, Skills and Work-Based Learning*, *11*(5). https://doi.org/10.1108/HESWBL-01-2021-0009
17. Gautam, A. K. (2018). A Review of New Public Management Practice in Developing Countries. *Scholarly Research Journal for Interdisciplinary Studies*, *49366*(November).
18. Gusti, R., Palenti, C. D., & Kusumawardani, E. (2017). Kewirausahaan Sosial Dalam Meningkatkan Kemampuan Enterpreneur Pada Mahasiswa Pendidikan Luar Sekolah Untuk Menghadapi Abad 21. *Universitas Bengkulu*, *1*(1).
19. Hsu, A. Y. chan, King, B., & Wang, D. (2023). Adaptability among inbound tour operators in a disrupted business environment. *R and D Management*. https://doi.org/10.1111/radm.12595
20. Irvansyah, A., Muljono, P., Fatchiya, A., & Sadono, D. (2023). Social Entrepreneurship Competence of Non-formal Education Managers for the Empowerment of Learning Communities. *Journal of Non-formal Education*, *9*(1).
21. Latief, S., Hendrayani, S., & Samsuddin, S. (2022). Building Partnership Network in Viewing of Manager of Non-formal Educational Institution. *Journal of Non-formal Education*, *8*(2). https://doi.org/10.15294/jne.v8i2.38844
22. Lloret, N. N. E., & Bañon, A. R. (2019). Social competence of entrepreneurs with disabilities. *Journal of Entrepreneurship Education*, *22*(Special Issue 2).
23. Moraes, L. D., & Frango Silveira, I. (2020). Non-formal Astronomy Education in Brazil: Analysis of works published in national scientific events. *Technium Social Sciences Journal*, *3*(1). https://doi.org/10.47577/tssj.v3i1.69
24. Mpungose, C. B., & Khoza, S. B. (2022). Postgraduate Students' Experiences on the Use of Moodle and Canvas Learning Management System. *Technology, Knowledge and Learning*, *27*(1). https://doi.org/10.1007/s10758-020-09475-1
25. O.Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution*, *9*(1). https://doi.org/10.1111/2041-210X.12860
26. Pelizza Vier Machado, H., Gaiotto, S. A. V., & Rovaris Machado, M. C. (2021). Growth and social entrepreneurs: the challenge of conciliating economic and social values. *Revista de Gestao*, *28*(1). https://doi.org/10.1108/REGE-02-2019-0033
27. Prasetyo, I., Suryono, Y., & Gupta, S. (2021). The 21st Century Life Skills-Based Education Implementation at the Non-Formal Education Institution. *Journal of Non-formal Education*, *7*(1). https://doi.org/10.15294/jne.v7i1.26385
28. Rahabav, P., & Souisa, T. R. (2021). Evaluation of non-formal education management in Maluku Province, Indonesia. *International Journal of Evaluation and Research in Education*, *10*(4). https://doi.org/10.11591/IJERE.V10I4.21116

29. Reyes-Hernández, O., Tristán, J., López-Walle, J. M., Prats, A. N., Verdaguer, F. J. P., Rodríguez, J. V., Reyes, S., & García-Mas, A. (2021). The erasmus+ elit-in project: "integration of elite athletes into the labour market." *Cultura, Ciencia y Deporte*, *16*(47). https://doi.org/10.12800/CCD.V16I47.1695
30. Rey-Martí, A., Ribeiro-Soriano, D., & Palacios-Marqués, D. (2016). A bibliometric analysis of social entrepreneurship. *Journal of Business Research*, *69*(5). https://doi.org/10.1016/j.jbusres.2015.10.033
31. Shahnawaz, M. G., & Rehman, U. (2020). Social networking addiction scale. *Cogent Psychology*, *7*(1). https://doi.org/10.1080/23311908.2020.1832032
32. Shu, Y., Ho, S. J., & Huang, T. C. (2020). The Development of a Sustainability-Oriented Creativity, Innovation, and Entrepreneurship Education Framework: A Perspective Study. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01878
33. Simac, J., Marcus, R., & Harper, C. (2021). Does non-formal education have lasting effects? *Compare*, *51*(5). https://doi.org/10.1080/03057925.2019.1669011
34. Štrukelj, T., Zlatanović, D., Nikolić, J., & Sternad Zabukovšek, S. (2019). A cyber-systemic learning action approach towards selected students' competencies development. *Kybernetes*, *48*(7). https://doi.org/10.1108/K-09-2018-0517
35. Vázquez-Parra, J. C., García-González, A., & Ramírez-Montoya, M. S. (2022). Ethical education and its impact on the perceived development of social entrepreneurship competency. *Higher Education, Skills and Work-Based Learning*, *12*(2). https://doi.org/10.1108/HESWBL-01-2021-0012
36. Wolfer, C., Vîslă, A., Held, J., Hilpert, P., & Flückiger, C. (2021). Assessing interpersonal skills—A comparison of trainee therapists' and students' interpersonal skills assessed with two established assessments for interpersonal skills. *Clinical Psychology and Psychotherapy*, *28*(1). https://doi.org/10.1002/cpp.2487
37. Yatimah, D., Sasmita, K., Darmawan, D., & Syah, R. (2020). Pengaruh kompetensi andragogi dan komunikasi interpersonal terhadap kemampuan manajerial tutor di Balai Latihan Kerja DKI Jakarta. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat (JPPM)*, *7*(1), 68–81.