

HAYAT SCHOOL MANAGEMENT IN FACILITATING STUDENTS' LIFE-LONG LEARNING NEEDS

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ABSTRACT

The desire to learn is a human nature, moreover, the complexity of learning needs in society is getting higher in this digital era which is aimed at meeting the needs of the time. Hayat School, a non-formal education institution rooted in divine values, facilitated education programs for students and the surrounding society. It starts from elementary school, society education, and vocational education that is conducted to fulfill their learning needs. This research aims to analyze the management of Hayat School in facilitating the life-long learning needs of Students and society and to describe the dimension of the enablers and barriers in the management. The research method used a qualitative approach with interviews, questionnaires, participation observation, and documentation as collection data techniques. The result is that Hayat School continues to make improvements to the managers, educators, and programs so they can manage creatively, some collaborations with local and international partners, and also involves surrounding society to participate in conducting society education comprehensively and make efforts in providing education programs for the community so they can be empowered and independent. Thus, Hayat School has managed a learning program that can meet the learning needs of students.

Keywords: Management, Hayat School, Life Long Learning Needs, Student, Society

INTRODUCTION

This disruptive era is a phenomenon that illustrates the rapid shift in life systems due to the unstoppable development of science and technology. Life in this era affects the need for human learning which is increasingly complex because it adapts to the acceleration that is rolling. Humans as social creatures who are easy to adjust to changes, will never be separated from the desire to learn because learning is a natural human need that consciously or unconsciously, must be fulfilled as a form of response to the stimulus received by the five senses owned.

Meanwhile, learning does not see the dimensions of space or time. Learning can occur anytime and anywhere, throughout human life, so formal schools are no longer the only place to increase the capacity, knowledge, and *skills* needed. As a form of adaptation to the acceleration of changes that occur, non-formal education is present as a solution to the need for learning, because the reach of non-formal education is not limited. The rapid changes that occur should also be balanced with the quality of the organization of nonformal

education that is qualified and able to keep up with the current changes. The quality standards for organizing activities at non-formal education institutions must have work procedures and governance as well as procedures that apply to be able to carry out their education (Setiyadi, Segara, & Sinambela, 2020), Therefore, non-formal education is not only an alternative education, but an awareness of learning that is inherent in every community.

Hayat *School* as a form of educational institution that implements a non-formal education unit, in the form of PKBM (Community Learning Activity Center), presents solutions to lifelong learning needs based on *future needs*, namely the need for *skills* in operating *digital utilities*, having *social skills*, *entrepreneurial skills* and still having morals taught by religion. Hayat School declares itself as an educational institution that is rooted in divine values, has a vision to be a solution and answer daily problems, and has an impact on students and the environment.

This goal is supported by the opinion of (Crockett, Jukes, & Churches, 2011), that literacy skills alone are not enough to equip our next generation for the 21st *century*. For learners to survive in the coming era driven by automation technology, abundance, and access to global labormarkets, today's learners need to be trained to think independently and think creatively as a key and main role. The set of *skills* needed in the 21st century includes problem-solving, creativity, analytical thinking, cooperation and collaboration skills, communication skills, and ethics and accountability.

Implementing the concept of *life-long learning* which refers to the learning process that occurs throughout a person's *life* from birth to the end of life, Hayat *School* is oriented towards the knowledge, skills, and dispositions that are useful to retain, and why they should be retained (Kwek et al dalam Chang & Kidman, 2022). In maintaining these references, it is necessary to examine the combination of knowledge, skills, behaviors, and beliefs that will be spun into a continuous and meaningful learning whole.

In the Ministry of Education and Culture's Strategic Plan 2015-2019 as stated in (Mursalim, 2019), The government sets development priority agenda 8 (nawacita 8), which is to revolutionize the nation's character, where education is not only interpreted as a means of transferring knowledge and skills, but also as a lifelong learning process to shape good character, develop individual potential and talents, strengthen intellectual power and mind, instill an independent spirit and independent spirit. In line with this, Hayat *School* is managed by various activity programs in order to deliver students to become the best version of themselves. By cooperating with various other related institutions both at home and abroad, Hayat *School* presents a non-formal education program that is solutive with dedicated professional management, so that various kinds of achievements of students reflect the the success of managing education at Hayat School.

The problem formulation in this study was identified as follows : 1) as follows: 1) How is the management of Hayat School in facilitating *life long learning needs*?; 2) How is the implementation of the activity program at Hayat School?; 3)How are the supporting and inhibiting dimensions in the process of implementing activities at Hayat School?

Referring to the study of the problem formulation above, this research aims to: 1) Explain the management of Hayat School in its efforts to facilitate the *life long learning needs* of students; 2) Analyzing the program of activities held by Hayat School; 3) Describing the supporting and inhibiting dimensions of the Hayat *School* institution in trying to provide *life long learning needs* for students. This research tries to describe the management of a non-

formal education institution called *Hayat School* which has met the criteria of community education consisting of learning citizens, learning resources, learning leaders (facilitators), learning facilities, learning places, learning funds, learning yeast (stimulus), learning groups, learning programs and learning outcomes.

The management of *Hayat School* has been carried out by involving managers and the community. This can be seen from the work program created by forming four divisions, namely 1) inclusion and therapy division; 2) extracurricular division; 3) Kampung Kreasi; 4) *Hayat School Research Center* Division. Each division has each excellent program whose orientation is education for all. The purpose of each division reflects a strong lifelong education ecosystem, which is to build an open educational ecosystem *vibe*, opening opportunities for the community to explore the resources around them.

In relation to the context of *the state of the art*, this research is very interesting to do because it has a level of novelty in examining the provision of non-formal education services that are in accordance with their nature as humans and God's creatures, visionary of future needs, and strive to provide educational services that lead students to become the best version of themselves. In addition, there are still not many educational institutions, especially nonformal, that *provide* educational services starting from family education, to holistic education that involves the community. So this research examines non-formal education which is holistically able to facilitate lifelong education for the whole community.

Through a variety of visionary activities, both at home and abroad, creating a non-formal fun learning atmosphere, *up-to-date*, and still teaches noble morals according to religious teachings based on the andragogy approach (Creswell, 2023).

Life School Management is supported by research (Setiyadi et al., 2020) which describes the procedures, work procedures and management of educational institutions consisting of planning, implementation, work plans, supervision, leadership and management information systems. Referring to PP no 4 of 2022, education management includes standards for infrastructure, content and process, educational assessment, education personnel, management and financing (Ahmad, 2022).

METHOD

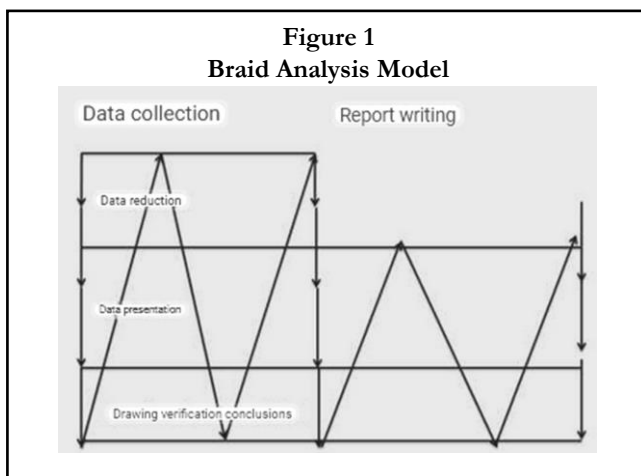
This research uses a descriptive qualitative method, which is research that displays the data as it is without manipulation or other treatment processes to present a complete picture of an event to expose and clarify the phenomena that occur by describing the variables studied (Rusandi & Muhammad Rusli, 2021).

The location of this research is on Jl. Cikoang No.48, Cigending, Kec. Ujung Berung, Bandung City, West Java 40611. The subjects in this research are the founders, managers, facilitators, and students at *Hayat School*.

The main data collection technique used was in-depth interviews with research subjects (founders, managers, facilitators) totaling 28 people, with details of 9 men, and 19 women, to explore data regarding the management of *Hayat School* starting from planning to program evaluation (Creswell, 2023). Then interviews with students related to the process of implementing the activity program implemented at *Hayat School*. Followed by nonparticipatory observation to describe the types of activity programs that are carried out

along with the implementation process. Documentation study was continued to explore information related to data supporting the management of Hayat School in facilitating the *life long learning needs of students*.

In analyzing the data, researchers used the braided method, namely through the stages of *collecting data*, data reduction, data presentation, and verification which were intertwined and carried out continuously in the data collection process (Sutopo, 2001 in (Mardliyah, Yulianingsih, Surya, & Putri, 2021). and below is an illustration of data analysis with an intertwined model:



The figure above shows the stages in the data analysis stage by Miles and Huberman, which when applied in this study are: 1) *Data collection / data collection stage*; 2) *Data reduction*, namely the raw data from the research results are presented entirely to sort out which ones are needed for research, along with that, the necessary data is also simplified; 3) *verification stage or conclusion drawing stage*, namely researchers make conclusions based on the data that has been obtained through the research process. If complementary data is still needed, researchers can return to data collection and repeat the process as in the initial stage, until the final conclusion is obtained, that way, the research results become sharper, deeper and more reliable (Riyanto & Oktarianda, 2023)..

DISCUSSIONS

Hayat School Management

Hayat School was founded by the owners named M. Syahril Iskandar and Sri Haryati with a high commitment to finding the essence of education, rooted in religious and divine values, so that it has an impact on the formation of students' identity with character. Hayat School has a permit to stand as a non-formal institution in the form of a Community Learning Activity Center (In Indonesia it is called PKBM) by implementing educational management that meets the study of three levels of human behavior, namely individual behavior, group behavior, and organizational behavior (Kisbiyanto, 2014). Hayat School means school of life, which implies an educational ecosystem, freeing structured exploration according to the vision and mission of the institution, as well as considering the talents and

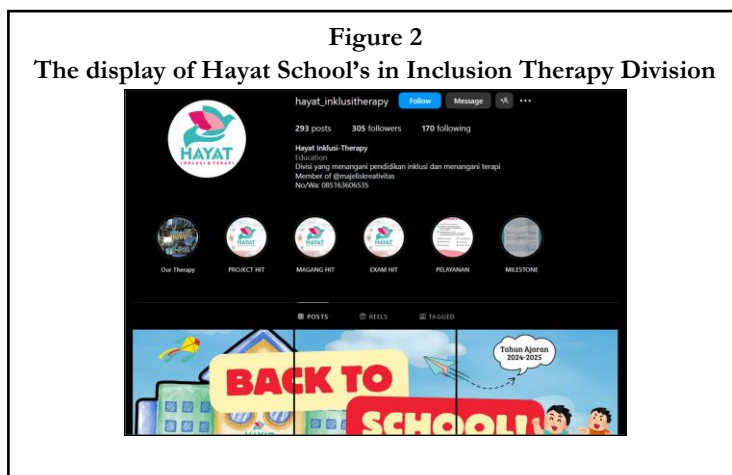
interests of students and the uniqueness of each individual, to form superior graduates who can take part in society by carrying noble values.

With the slogan "Learning to Live Well", the researcher is interested in studying further the implementation of activities at Hayat School. The slogan sounds like a simple sentence, but it has deep meaning if it is interpreted in a life that continues to experience endless development. Information from Mrs. Sri, founder and owner of the institution, During the era of digitalization in all sectors, Hayat School seeks to place humans as creatures that are irreplaceable with all the sophistication that exists, because of the presence of heart and conscience, as well as reason so that they can lead civilization. That way, humans are not oppressed, but instead can follow and control their role in the future.

Efforts to realize Good Life Learning are reflected in the management of the institution. Starting from planning to evaluating the activity program, followed by infrastructure, then instructors (human resources). In an interview with the owner and founder of Hayat School, Mrs. Sri Haryati, there are several divisions formed, namely 1) inclusion and therapy division; 2) extracurricular division; 3) creation village division; 4) Hayat School Research Center division. Each division is managed nicely by qualified human resources, making the series of activities carried out very useful.

Starting with the Inclusion and Therapy Division that facilitates and assists children and adolescents with special needs to still be able to fulfill their role as part of society. Hayat School aims to be a friendly institution for people with special needs by providing consulting services for the growth and development of children with special needs, as well as early detection of the growth and development of children with special needs. The special needs that are the focus of services at Hayat School's inclusion and therapy division include ADHD, autism, down syndrome, slow learner, and so on by applying the *pull out* class method which is integrated in every learning process by providing additional learning classes so that these special children will get more attention to their abilities and specificities

In managing the inclusion and therapy division, various activities are implemented that also adjust to the current moment, such as the Ramadhan project which is held during the month of Ramadan, student camps, Cerdik (Stories from Inclusion), and many others. In managing this division, Hayat School is serious about compiling the curriculum it uses, along with the planning to evaluation that is carried out. Each division is made social media so that it is easier for the public to obtain broad information about various kinds of things about learning programs at Hayat School. For the inclusion and therapy division, the social media provided is Instagram with the account @hayat_inklusitherapy and can be accessed at the following link: https://www.instagram.com/hayat_inklusitherapy/#.



The next work program is called the Extracurricular Division. This division focuses on providing space for the interests and talents of students in accompanying their learning process to fulfill the need for lifelong learning. This activity is actively carried out every Saturday and Sunday and is divided into several groups or clubs, namely the Filmmaker Club, Theater Club, Comic Club, Graphic Designer Club, Traditional Music Club, Photography Club, and Journalism Club. By providing these extracurricular activities, students are given ample opportunities to add skills that will be useful in the future. In addition, extracurricular activities can improve the soft skills of teenagers in controlling themselves and their emotions so that they are more directed. This is in line with research from (Brown, Sellers, & Caines, 2023) explain that adolescents' involvement in extracurricular activities can increase high self-control, due to the variety of activities and also the intensity of meaningful experiences.

In addition, extracurricular activities encourage individuals' self-efficacy to be higher and encourage leadership (Liu, Chen, Zhao, Wang, & Zhang, 2023). Self-efficacy is one's belief in one's own ability and capability to achieve certain goals (Florina & Zagoto, 2019). Keyakinan ini yang sangat berpengaruh terhadap pencapaian prestasi (Rustika, 2012). This belief is very influential on achievement (Studi et al., 2012). Adolescents who have high self-efficacy tend to be more willing to engage in leadership activities, and are more likely to emerge as leaders.

The third division at Hayat School is the Kampung Kreasi Division. Kampung Kreasi is one of the laboratories and also a place to implement Hayat School's work program which is located at Jl. Sasaklemah, Pasirwangi, Kec. Ujung Berung, Bandung City, West Java 40618. Kampung Kreasi is a manifestation of community-based education by maximizing the resources available in the village. Various activities involve the entire Pasirwangi Village community, starting from the type of activity, planning, implementation, to evaluation. This point fulfills the indicators of community education, as well as an effort to empower the community. Some of the types of activities that Hayat School assists are goat farming and milking, Sekolah Ulin (play school), and others.

The fourth division at Hayat School is the Research Center which focuses on research. This research is certainly related to the development that will be carried out based on the results of research conducted on various kinds of activity programs that have been implemented. This division also functions as quality assurance, to keep the quality of institutions good and make them better from time to time.

The management system implemented at Hayat School prioritizes the quality of superior human resource managers, diverse, up-to-date, and sensitive to the needs of the community. This is what makes it grow bigger and develop rapidly.

Life-Long Learning Needs of Students

Learning is a right and an obligation individually and collectively. Life-long learning is not just a concept, but something that is inherent in human beings. As long as humans live, learning will be carried out in various forms, according to individual and group needs. In accordance with the objectives of the Institute, Hayat School as a the center of society learning (PKBM) that concentrates, intensifies, and coordinates services for various learning activities, community training, especially non-formal education programs and equality according to the existence and needs of students.

Sebagai sebuah hal yang tidak terpisahkan dari kehidupan, life long learning menjadikan hidup lebih bermakna. Bersama dengan cepatnya laju perubahan Masyarakat, teknologi yang tidak terputus untuk ditingkatkan, berbagai peristiwa di dunia, ilmu pengetahuan yang tidak akan berhenti, menjadikan life long learning semakin nampak eksistensinya (Brink, 2023). Ruang lingkup dalam penelitian ini mengkaji kebutuhan akan life long learning para peserta didik, dengan memperhatikan rentang usia.

Kwek,dkk dalam (Chang & Kidman, 2022) menyatakan bahwa pembelajaran sepanjang hayat bukan hanya pembelajaran yang dikenyam mulai dari lahir hingga dewasa, melainkan tentang sesuatu yang dipertahankan, dan mengapa pengetahuan, keterampilan dan disposisi tentang sesuatu tersebut dipertahankan. Pembelajaran sepanjang hayat terjadi di lingkungan informal, sekolah, dan juga di luar sekolah (Banks et al., 2011).

In facilitating lifelong learning, the system designed at Hayat School is governed by the provision of learning programs that are relevant to the needs of the target learners. Some of the main aspects of the need for lifelong learning include: **1) academic skills; 2) digital literacy; 3) critical thinking and problem solving; 4) creativity and innovation; 5) communication skills; 6) adaptability and resilience; 7) cultural competence; 8) selfmotivation; 9) ethical and social responsibility; 10) life and career skills:** 1) **Academic skills** include basic skills that will be needed on an ongoing basis, such as the ability to read, write, calculate, interpret and analyze. These skills are certainly obtained in the PAUD learning program to the pursuit of package A, B, C / equivalent and homeschooling at Hayat School. 2) On the **learning needs of digital literacy**, computer learning programs are provided for primary to secondary students so that they are accustomed to living among technological sophistication, assignments for students have also involved the use of the latest information technology skills. In addition, digital literacy is not just about being app literate, but also being skilled in using digital tools, understanding current issues spread in social media, and also the ability to control themselves in their use. 3) **Critical thinking and problem solving aspects** are applied in various learning activities, namely with game strategies, case studies, mind mapping, and so on. 4) The **aspect of creativity and innovation** is applied by training students to think creatively, have positive initiatives and innovate in various fields of learning, then an art and craft program is scheduled to explore making handicrafts. In addition, there is a creative entrepreneur school to prepare young people to learn entrepreneurship since adolescence. 5) **Communication skills** are trained to students (school age from elementary to high school) by implementing the Cambridge curriculum for English learning, then implementing Thursday English Day. In addition, communication skills are also provided using Bahasa Indonesia in each learning agenda by practicing the courage to express opinions, public speaking such as giving speeches, presenting work and assignments, lecturing, leading meetings, and others. 6) **Adaptability and resilience** are given to students by implementing hiking and nature exploration programs, Hayat Venture, scouting activities, and so on. These activities are able to train adaptability and survive in the midst of the wild, stimulate motor and sensory, and good energy circulation occurs. 7) **Cultural competence**, applied by Hayat School by creating the Kampung Kreasi program, namely community-based education. The activity is to maximize the resources available in the local village by increasing the potential of the area, utilizing existing natural and human resources, holding a village farm program, and so on. 8) **Self-motivation** is provided through various types of activity programs including parenting, family outbound, student camp, socialization, taste flow, and family moments as reflection and evaluation with parents. In this way, Hayat School involves all

aspects of the learning program to participate in building a good environment for lifelong learning. 9) **Ethical and social responsibility** indicates significant steps in maintaining the surrounding environment and utilizing resources, both human and natural, in a proportionate and responsible manner. In fulfilling this responsibility, Hayat School organizes several activities such as the Foundation Qurban during Eid al-Adha, community service activities and jointly maintaining a clean and healthy environment. 10) **Life and career skills** are carried out by holding internships for high school students, creativepreneur as a preparation program to become a generation of young entrepreneurs, community service both at home and abroad, leadership and talent Bootcamp, self-management and career development, talents mapping for high school students. Each experience is able to improve the skills and quality of each learner to be able to build life skills and the process towards a career.

The presence of Hayat School creates a humanist school by implementing an authentic curriculum that is tailored to each student's uniqueness and characteristics. Through the creative arrangement of daily, semester, and annual activities, Hayat School builds the basic, unique, and superior competencies of its students. According to Hayat School, the civilization of life begins with Tawhidullah, five natural (fitrah) activities, activation of SMA core values, and solid partnerships.

Hayat School provides a complete program of activities, ranging from preschool-age to adult communities. The pre-school program is called PAUD, primary school at the level of pursuing package A, secondary school at the level of pursuing package B and C, to adults in the community around Hayat School. At the secondary school level, there are main programs: a) personalized curriculum; b) meet the pro; c) Hay-Art Festival; d) Creativepreneur Camp; e) Hayatventure Camp; f) Hayat-style Internship; g) coaching; h) National volunteering; i) public speaking; j) story telling and content creation.

While the excellent programs facilitated by Hayat School for high school programs are self-management and career development, talents mapping, physical exercise (swimming, archery, martial arts), aqil baligh (youth development), tahfidz and tadabbur al qur'an, broadcasting class, survival camp, industry visits, Mojang jajaka (femininity and masculinity classes), business laboratory, and meet the pro.

In addition, the totality of Hayat school administrators in managing institutions is also reflected in the enthusiasm of the founders and owners of the Institute in creating an educational community by forming study groups for school managers, both formal and non-formal. To be able to organize an educational trustworthy institution, explore the real goals.

All of these programs are Hayat School's efforts to become a center of knowledge and skills for the entire community. Open in general both from information on the type of activity program and the diversity of learning outcomes. Hayat School is rich in ideas for maximizing human resources, namely students. Through brilliant activities and under the new times.



To measure Hayat School's ability to facilitate the need for lifelong learning, researchers used indicators of success. In line with (Hairani, 2018) which explains the European Commission as a representative of 35 European countries that have reviewed indicators of success for lifelong learning that play an important and strategic role with the following objectives: 1) to describe the present situation; 2) to quantify the aims that have been set; c) to provide continuous updates on progress towards certain objectives or; 4) to provide insights into which factors might have contributed to achieving results.

Furthermore, the commission is broken down into 15 indicators listed in the following table:

Table 1.
Indicators of success for lifelong education (European Commission)

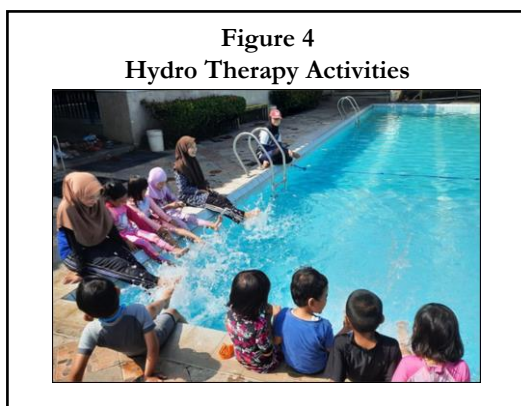
Area A : Skills, competencies and attitudes	Area B : Acces and Paticipation
1. Literacy	6. Access to Life-long Learning
2. Numeracy	7. Participation in Lifelong Learning
3. New Skills in the Learning Society	
4. Learning-to-learn Skills	
5. Active Citizenship Cultural and Social Skills	
Area C: Resources fo Lifelong Learning	Area D: Strategies and System Development
8. Investment in Lifelong Learning	11. Strategies of Lifelong Learning
9. Educators and Training	12. Coherence of Supply
10. ICT in learning	13. Counseling and Guidance
	14. Accreditation and Certification
	15. Quality Assurance

Table 2.
Analysis of Lifelong Education Indicators at Hayat School

No	Lifelong Education Indicators	Description of Programs at Hayat School
Area A : Skills, competencies and attitudes		
1.	Literacy	Theseskills are implemented in educational programs ranging from pre-school to high school levels. Literacy skills at Hayat School focus not only on the ability to read the written words, but also the ability to understand and train sensitivity to problems, situations, and subsequent solutions.
2.	Numeracy	These skills are implemented in education programs ranging from pre-school to high school
3.	New Skills in The Learning Society	The learning process is structured in a personalized curriculum, school of creative based on fitrah , Live in Hayat, Seminars, parent camps, etc
4.	Learning to-Learn Skills	The learning process in each activity program fosters new knowledge and skills and develops existing skills
5.	Active Citizenship Cultural and Social Skill	Social interactions formed from various joint activities at Hayat School influence the way they think and act
Area B : Acces and Paticipation		
6.	Access to Life-long Learning	It is very easy for the public to participate in the learning programs that Hayat School has provided, namely by accessing the website and social media. In addition, the owner often creates forums for non-formal school founders to continue to spread enthusiasm and focus on establishing learning programs / educational institutions
7.	Participation in Lifelong Learning	Every activity involves students and the surrounding community, according to the target of the activity program.
Area C: Resources for Lifelong Learning		
8.	Investment in Lifelong Learning	The interest, consistency, and innovation of both managers and learners that are carried out to enliven activities are a form of long-term investment to form a community. In addition, the managers' competence and the learners' learning outcomes are useful provisions for other subsequent abilities.
9.	Educators and Training	The total number of teachers and managers is 30 people. With high competence and fighting spirit, this number is proportional to handle the various activities organized by Hayat School.
10.	ICT in learning	Communication technology used in Hayat School
Area D: Strategies and System Development		
11.	Strategies of Lifelong Learning	The strategies used include utilizing social media (Instagram: hayat.sch.id; website: https://hayat.sch.id/), effective communication with all parties, to activity programs that adjust to the needs of the Community.
12.	Coherence of Supply	Various kinds of activity programs that have been carried out are carried out regularly, continuously, and consistently. There are daily, weekly, monthly and annual activities that characterize Hayat School.

13.	Counseling and Guidance	Hayat School provides guidance and counseling rooms in every line of learning activity programs that function to assist with the problems experienced. This is to minimize the disturbance caused by the problem and also functions to provide direction to students.
14.	Accreditation and Certification	Hayat School PKBM (Lembaga Hayat School) has been nationally accredited with the title of
15.	Quality Assurance	Hayat School memiliki tim penjamin mutu yang terus melakukan perbenahan pada internal Lembaga, sekaligus menjadi tim research and development untuk upaya perbaikan secara berkala

Various activity programs and also innovations in Hayat School have fulfilled these fifteen indicators. This proves that Hayat School has been able to facilitate the surrounding community members to provide education that is useful for them. Hayat School embodies a form of non-formal and informal education as a planned joint effort so that students and the community can develop religious spiritual strength, self-control, personality, intelligence, noble character, and skills that students and society need (AF, Nurfadilah, & Hilman, 2022).



The various learning programs organized by Hayat School certainly do not just appear without a background, but because of the needs of the community that will have a good impact if facilitated. In line with the opinion (Burkett, 1960) that "in practice, of course, programs would not be set up in advance but would emerge as individually employed programs of adult education in a developing pattern of lifelong learning. Such a program is never a "planned" program but always a "planning" program adjusting to the dynamic needs of an individual in a dynamic culture. Specific courses are listed only for illustration and are in no sense projections of programs which might emerge in planning." In this way, lifelong education is present as a solution to learning needs that adjust to changes that occur dynamically. In line with that, Hayat school has successfully provided direction for learners to update, improve their skills, knowledge and competencies throughout life to be able to adapt to changes (Nurhayati & Lahagu, 2024).

CONCLUSSION

Hayat School is a non-formal education institution that focuses on creating learning activities as a basic thing (fitrah) in life. With a varied program of activities and in accordance with the needs of the community, Hayat School has fulfilled fifteen indicators of success in meeting the needs of students' lifelong education, both in terms of current and future skills.

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