

Development of Learning Materials for Nonformal Educational Leadership with Gender-Responsive Values

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ABSTRACT

This study aims to present the results of a content analysis of gender-responsive values that have been incorporated into non-formal education leadership courses. These courses play a crucial role in preparing prospective non-formal education leaders who are gender-aware and capable of addressing gender-related challenges in educational contexts. The Non-formal Education Leadership course is a vital component in nurturing high-quality leaders in the field of non-formal education. Integrating gender-responsive values into the curriculum of this course is of paramount importance to achieve inclusive and sustainable leadership. The study employs a qualitative approach, utilizing document analysis to examine the syllabus, teaching materials, and teaching methods of non-formal education leadership course documents. The research focuses on developing gender-responsive content values within non-formal education leadership teaching materials, including understanding gender roles in leadership, promoting gender equality in education, dismantling gender stereotypes, and empowering women within the educational context. The study's findings demonstrate that gender-responsive values are thoughtfully integrated into the non-formal education leadership course, aligning with the course's competency objectives and emphasizing the importance of diversity. The syllabus, structured around teaching materials, addresses gender issues in educational leadership and provides relevant case examples. The teaching methods employed facilitate open discussions and reflections on gender matters, encouraging students to adopt inclusive and gender-sensitive perspectives. Moreover, the study highlights

efforts made to promote women's participation and empowerment within the context of educational leadership. The non-formal education leadership courses effectively incorporate gender-responsive values that are relevant and significant. Successful implementation of these values will contribute to fostering more inclusive, equitable, and sustainable educational leadership.

Keywords: Leadership, Non-formal Education, Gender Responsive.

INTRODUCTION

In organizational management theory, an institution requires knowledge dynamics and organizational orientation to ensure that one's leadership can bring progress to the organization they lead (Karim et al. 2023). Likewise in the world of education. In the world of education in Indonesia in particular, there are 3 education systems. Formal, non-formal and informal education. Non-formal education which is discussed in this paper is an alternative education program for the community (Handa et al. 2009). As an alternative education, non-formal education plays a significant role in promoting social development and life skills (Herwina and Mustakim 2019). Leadership in the context of non-formal education must reflect gender-responsive values, which involve awareness of the role of gender in decision-making, elimination of stereotypes, and mainstreaming of a gender perspective. This agrees with the values passed down for leadership based on transformative or

gender-responsive values (Munive, Donville, and Darmstadt 2023).

Education makes humans more advanced in thinking about their lives; with education a person will gain knowledge, skills and attitudes that make his life more empowered in society (Fakhrudin and Shofwan 2019). It can be concluded from this statement that the main points in the statement are that; (1) through education helps improve the quality of one's thinking; (2) granting access to various types of knowledge. one can understand the world better and gain various insights; (3) develop the skills needed to face challenges in everyday academic life and practical skills, one of which is communication and leadership skills; (4) become more empowered in society and participate in social activities, and have a positive impact on the surrounding environment; (5) education encourages the development of positive attitudes, such as ethics, empathy, tolerance, and social responsibility, including responsiveness to what is happening in their environment. Basically through education it is able to encourage learners to become active and influential contributors in society

Practical skills must be constantly honed. Dewey's theory does not pay explicit attention to the pedagogy of building culturally responsive leadership as developed in the contemporary leadership literature (Ylimaki 2023). The existence of learning in higher education for science education discusses leadership specifically in the world of education. The learning is carried out in strengthening the leadership attitude of the learning participants after understanding and interpreting the theory.

Non-formal education leadership is key in ensuring the implementation of effective and relevant educational programs for the community and educational institutions. In courses applied at universities, the achievements of leadership courses are understanding concepts, theories, functions, typologies, styles and models/approaches of leadership in

general; then the discussion is related to the field of non-formal education and its institutions nationally and globally. In developing this teaching content, it is adjusted to sustainable development to provide a content of gender equality values in this course. This is because gender equality and equity in the realm of education have not yet been massively discussed. Thus, it is important to pay attention to and reconstruct teaching materials in non-formal education leadership courses with a gender perspective. This study is reinforced by the results of research regarding the low representation of women in leadership positions which can be caused by several factors including differences in productivity, differences in preferences, psychological attitudes and gender discrimination caused by sharing preferences and stereotypes or behaving in a way that might affect their abilities even women may reluctant to accept leadership roles (De Paola, Gioia, and Scoppa 2022). This is reinforced by the opinion (Moorosi and Showunmi 2023) that the construction of leadership identity in the context of facilitating education must have an understanding of leadership so that it continues to be built as a vessel for men and how these constructs affect the progress of women's leadership in the educational context.

Addition of leadership values that contain gender responsive values. Reconstruction of teaching materials for non-formal education leadership courses is an important process in integrating a gender perspective into the non-formal education curriculum. This aims to broaden students' understanding and awareness of non-formal education leaders on gender issues in the educational context. The reconstruction of teaching materials also aims to develop gender-responsive skills and attitudes in prospective non-formal education leaders. In this introduction, it will be explained about the importance of reconstructing teaching materials for non-formal

education leadership courses with a gender perspective. Emphasis is placed on efforts to recognize, overcome, and minimize gender disparities that exist in the context of non-formal education. Reconstruction of teaching materials is a critical step in creating gender-oriented non-formal education leaders who are able to overcome gender barriers and create an inclusive and empowering educational environment. Important aspects that are reconstructed in gender-oriented non-formal education leadership must be considered. Reconstructed teaching materials must be able to broaden insight into gender roles in non-formal education, promote gender equality in non-formal education programs and activities, eliminate existing gender stereotypes, and encourage gender participation and empowerment in the context of non-formal education leadership. What is the concept of the reconstruction? For this reason, this article discusses the reconstruction of teaching materials in non-formal education leadership courses with a gender perspective. The main objective is

to strengthen the understanding, attitudes, and leadership skills that are gender-oriented in learning participants so that the outcomes of this non-formal education leadership course are able to create an educational environment that is inclusive, equal, and empowering for all individuals, regardless of gender differences.

MATERIALS & METHODS

This research uses a qualitative approach (Loder-Jackson et al. 2023) with a documentary study. The content of gender responsive values is based on literature studies and previous research. These data were analyzed to identify content of gender-responsive values that are relevant in the context of the "Leadership of Non-formal Education" course. This research involved a critical analysis of the reconstruction of existing teaching materials, the development of new content that focuses on gender issues, as well as an evaluation of the effectiveness of the reconstructed teaching materials. The following are the steps proposed to carry out this research.

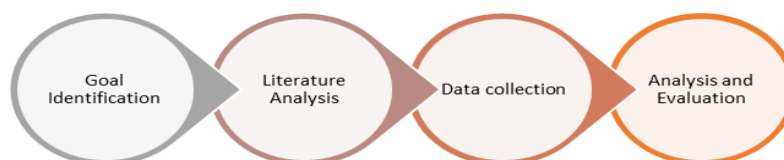


Figure 1. Research Flow

The above stages are explained in detail as below.

1. Identification of objectives establishes clear research objectives, such as identifying weaknesses and gender stereotypes in existing teaching materials, developing new content with a gender perspective, and evaluating the impact of reconstructed teaching materials.
2. Literature review is carried out by reviewing comprehensive literature to understand concepts and theories related to gender in education, gender-oriented

leadership, and the reconstruction of teaching materials. This will help build a strong research base and understand the research context.

3. Data collection: by conducting a critical analysis of the teaching materials used in non-formal education leadership courses. Based on the analysis, new content is developed that focuses on gender issues in non-formal education leadership. Then validation was carried out to experts by consulting non-formal education experts in order to obtain views on the weaknesses of existing

teaching materials and suggestions for improvement.

4. Evaluation by observing and documenting student responses and participation in new teaching materials. Data collection was carried out through class observations, questionnaires, or interviews with students to evaluate the effectiveness of the reconstructed teaching materials in increasing gender understanding and awareness in non-formal education leadership. Next, identify changes in students' understanding and behavior related to gender issues in non-formal education leadership.

RESULT AND DISCUSSIONS

Training and teaching in the field of non-formal education. Non-formal education study programs can help individuals gain

additional skills and knowledge that can increase their employment opportunities and well-being. This program can also help strengthen the non-formal education system and make a positive contribution to society. Based on the results of the analysis of the non-formal education leadership curriculum documents, the aim is to provide an understanding of the concept of leadership and its application in the educational context.

Educational leadership courses aim to help students understand the concepts, theories, and applications of leadership in an educational context. By studying this course, students can develop the leadership skills needed to lead and manage educational resources effectively and efficiently. Illustrated below is a visualization of non-formal education leadership courses.

Figure 2. Teaching Materials for Leadership Courses



Some of the topics that are generally discussed in this course include:

1. Leadership concepts and theories. This teaching material discusses the concepts and theories of leadership, including types of leadership, leadership styles, characteristics of leaders, and factors that influence leadership.
2. Leadership in an educational context. This teaching material discusses the application of the concept of leadership

in the educational context, including academic leadership, leadership in decision making, and leadership in the management of educational resources.

3. Ethics and morals in educational leadership. This teaching material discusses the importance of ethics and morals in educational leadership, including how to make ethical decisions and how to lead with integrity.

4. Communication in educational leadership. This teaching material discusses the importance of communication in educational leadership, including how to build good relationships with staff, students, and the community.
5. Development of educational leadership. This teaching material discusses how to develop educational leadership, including through training, self-development, and leadership experience.

a. Development of Value Content and Non-formal Education Leadership Teaching Materials

The integration of gender-responsive values in the "Leadership of Non-formal Education" course will help students understand the importance of a gender perspective in leadership and provide them with a strong foundation to become inclusive and responsive leaders. By strengthening awareness of gender issues and eliminating gender discrimination, students will be able to develop leadership skills that respect diversity and promote equality.

The content of gender responsive values in this course can be carried out through various learning strategies, such as group discussions, case studies, reflection assignments, and field research. In group discussions, students can share their understanding of gender roles in non-formal education leadership and formulate strategies to address challenges related to gender equality. Case studies can be used as a vehicle for analyzing gender-oriented leadership in real contexts, while assignments of reflection can help students consider gender-responsive values in their own leadership practices.

In addition, field research can provide direct experience to students in understanding the realities and challenges faced by non-formal education leaders related to gender. By involving narratives and real experiences, students can develop a deeper understanding

of the implications of gender responsive values in non-formal education leadership.

Reconstruction of teaching materials in non-formal education leadership courses with a gender perspective is an important approach in ensuring that prospective non-formal education leaders have gender-responsive understanding and skills. The material contains several gender responsive values, such as:

1. Gender is a social construct that includes roles, norms and identities assigned to individuals based on their gender. Education has an important role in shaping and reproducing gender constructions. In this context, education can also be used as a means to address gender inequality and promote gender equality.
2. An understanding of gender roles in leadership is important in the context of non-formal education. Gender-responsive leadership recognizes the importance of involving and empowering individuals of various genders in the decision-making process and policy implementation.
3. Gender responsive refers to an approach that pays attention to the impact of gender roles in a particular context, and recognizes the importance of overcoming gender inequality. This approach involves understanding and recognizing existing needs and differences, and working to create an inclusive and equal environment for all individuals.
4. Reconstruction of teaching materials modifies existing teaching materials to be more responsive and inclusive of gender issues. This process involves critical analysis of existing teaching materials, identifying existing gender stereotypes, and introducing new content that focuses on gender issues and eliminating gender inequality in non-formal education.
5. Gender-oriented learning theory emphasizes the importance of creating an inclusive and equal learning

environment for all individuals. This approach involves learning that takes gender differences into account, eliminating gender stereotypes, and empowering individuals of different genders.

- The reconstruction of teaching materials also aims to develop gender-oriented leadership skills in prospective non-formal education leaders. These skills include an understanding of gender roles in leadership, the ability to identify and overcome gender barriers, and the ability to build an inclusive and equal educational environment.

Reconstruction of teaching materials in non-formal education leadership courses with a gender perspective plays an important role in creating gender-responsive prospective leaders. Through an understanding of gender and education, gender-responsive leadership, gender responsiveness, gender-oriented learning theory, and the development of gender-oriented leadership skills, teaching materials can be reconstructed to achieve the goals of gender

equality and justice in non-formal education. In this theoretical study, several relevant concepts and theories will be explained which are the basis for the reconstruction of the teaching materials.

- Leadership in Theoretical Studies
- Educational Leadership
- Models of Educational Leadership in Non-Formal Education Studies
- Gender Analysis and Leadership
- Gender Analysis Techniques in Leadership in the PNF Unit
- Gender Discrimination in Women's Leadership
- Gender-oriented Transformative Leadership
- Investment in Supporting Development Through Gender Insighted Leadership in Non-Formal Education Programs
- Gender Insighted Leadership Towards Gender Awareness

In more detail, an explanation of the construction of teaching materials with a gender perspective is illustrated in the following illustration.

Figure 3. Development of Teaching Materials According to Course Achievements and Course Objectives

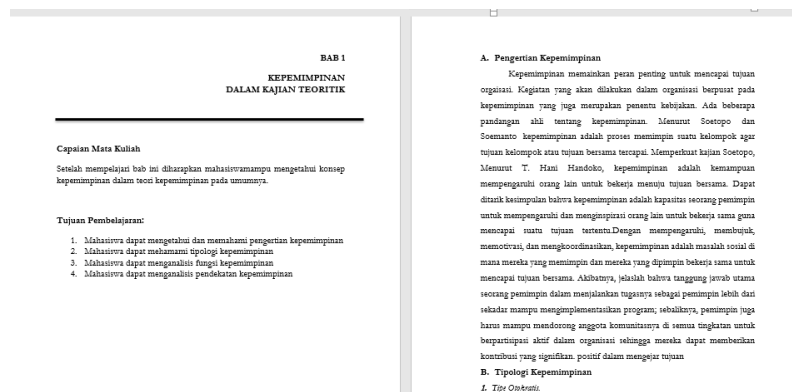


1. Leadership in Theoretical Studies: This course material discusses leadership theories in general. Learning participants learn various approaches, models, and leadership concepts that have been developed through theoretical studies. The goal is to provide an in-depth understanding of the essence of

leadership and how these theories can be applied in different contexts.
2. Educational Leadership: This course material discusses leadership in an educational context. Learning participants understand the roles and responsibilities of a leader in the educational environment, including in schools and formal educational

- institutions. They will learn the strategies and skills needed to become effective leaders in supporting the development of quality education.
3. **Models of Educational Leadership in Non-formal Education Studies:** This course material focuses on specific leadership models in the context of non-formal education. Learning participants learn various leadership approaches and models that are suitable for use in non-formal educational institutions, such as training institutions, courses, or educational programs that are not incorporated in the formal system.
 4. **Gender Analysis and Leadership:** The material for this lecture is about the importance of gender analysis in the context of leadership. Learning participants understand how gender roles affect leadership dynamics and how gender aspects must be considered in the decision-making process and implementation of leadership.
 5. **Gender Analysis Techniques in Leadership in PNF Units:** This course material discusses gender analysis techniques or methods that can be applied in leadership in non-formal education units. Learning participants learn to analyze gender roles and their impact on leadership in non-formal education environments.
 6. **Gender Discrimination in Women's Leadership:** This lecture material highlights the issue of gender discrimination experienced by women in leadership. Learning participants understand the challenges and obstacles faced by women leaders and how to overcome gender discrimination to achieve equal opportunities in leadership.
 7. **Gender-oriented Transformative Leadership:** This course material explores the concept of transformative leadership that focuses on gender awareness and social change. Learning participants understand how transformative leadership can encourage positive change in the context of gender and how to apply it in leadership practice.
 8. **Investment in Supporting Development through Gender-oriented Leadership in Non-formal Education Programs:** This course material explores the role of investment in supporting development through gender-oriented leadership in non-formal education programs. Learning participants understand how strategic investments in gender-oriented leadership can have a positive impact in non-formal education programs.
 9. **Gender-oriented Leadership Towards Gender Awareness:** This course material focuses on the role of gender-oriented leadership in increasing gender awareness. Learners learn leadership strategies and practices that can help promote gender awareness in a variety of educational and societal contexts.
- The following is a display of gender responsive educational leadership textbooks in the perspective of non-formal education.





Teaching materials in the form of modules, presentations, or interactive activities that are suitable for students in non-formal education contexts. The material must be presented in a language that is easy to understand and interesting for students. The development of textbook evaluation tools is by designing instruments used to evaluate the quality and effectiveness of

textbooks in achieving learning objectives. This evaluation tool helps to obtain information about the extent to which the textbook is suitable for use in the learning process and whether the textbook meets the needs of students and educators. The following are several steps in the development of this textbook evaluation tool.

Table 1. Textbook Evaluation Questions

Evaluation questions	
1.	Explain what is meant by gender analysis in the context of leadership in non-formal education units. Describe the main steps in applying gender analysis techniques in analyzing gender roles in the leadership.!
2.	How can gender analysis help identify gender stereotypes that may emerge in leadership in non-formal education settings? Give concrete examples of how gender stereotypes can affect the way a leader acts.
3.	Discuss the impact of gender roles that are sometimes not realized in leadership in non-formal education units. Explain why it is important to apply gender analysis in assessing the effectiveness of a leader in this context.!
4.	Based on the gender analysis techniques learned, explain how a leadership program or policy in non-formal education units can be adapted to be more inclusive and responsive to gender differences. Give concrete examples to support your argument.!
5.	In your view, why is it important for leaders in non-formal education units to understand gender roles and their impact on leadership? Explain how understanding gender analysis can increase the effectiveness of a leader in creating an inclusive and empowering learning environment for all learners!.

b. Test the Validity of Gender Responsive Non-Formal Education Leadership Textbooks

After compiling textbooks, an assessment process is carried out with the aim of testing the eligibility of textbooks. This assessment uses the help of experts who are experts in their respective fields of expertise. Determination in the selection of experts is adjusted for several reasons, including (1) minimum experience in mastering the field of expertise in each field, (2) minimum master's education qualification for teaching material content experts, and understanding in their respective fields. There are four aspects assessed by the validator. These aspects relate to aspects of textbook presentation, content, language, and graphics. The following is a description

of the aspects of assessment of gender responsive educational leadership textbooks in the perspective of non-formal education.

1. Component aspects of the assessment on the content of textbooks:
 - a. Suitability of material in textbook learning activities with core competencies and basic competencies
 - b. The suitability of the accuracy of the material with the needs of the trainees
 - c. The suitability of the content elements of gender responsive values in textbooks
 - d. Appropriateness of supporting materials in textbooks with the needs of training participants.
2. The components of the assessment aspect in the presentation of textbooks:
 - a. Conformity of the presentation technique to the rules that have been set

- b. Appropriate presentation of teaching materials for training participants
- c. Appropriateness of the completeness of the teaching of textbook material
- 3. Component aspects of assessment on the language of textbooks:
 - a. The suitability of the use of language with the level of development of the trainees.
 - b. Appropriateness of messages or information presented in textbooks (communicative)
- 4. The components of the assessment aspect on the display/graphics of textbooks:
 - a. Physical suitability (textbook size) with *ISO standards*
 - b. The suitability of the textbook cover design
 - c. Appropriateness of the design of the textbook content (layout)

Table 2. The Average Score of Textbook Expert Assessment

No	Assessment Aspects	Rating Score	Number Conversion
Content Eligibility			
1	Material Conformity	82.80 %	Very good
2	Material Accuracy	83.00 %	Very good
3	Content of Gender Responsive Values	81.00 %	Very good
4	Material Support	82, 40 %	Very good
	Average Score	82.30%	Very good
Presentation Feasibility Aspects			
1	Serving Technique	85.02 %	Very good
2	Presentation of Teaching Materials	81.80 %	Very good
3	Presentation Completeness	82.24 %	Very good
4	Presentation Support	81,67 %	Very good
	Average Score	82.69 %	Very good
Aspects of Language Feasibility			
1	Language Suitability	84.43 %	Very good
2	Communicative	85.00 %	Very good
	Average Score	84.71%	Very good
Feasibility Aspects of Display / Graphics			
1	Textbook size	82.00%	Very good
2	Textbook Cover Design	82.70%	Very good
3	Textbook Content Design (Layout)	82.88%	Very good
	Average Score	82.52 %	Very good

Based on the results of the eligibility assessment of textbooks given by experts, it can be seen that (1) the content feasibility aspect obtains an average score of 82.30% with Very Good criteria (2) the material feasibility aspect obtains an average score of 82.69% with Very good criteria (3) language feasibility aspects get an average score of 84.71% with good criteria (4) display or graphic feasibility aspects get an

average score of 82.52% with Very Good criteria.

The assessment given by experts shows that the textbooks created have good and proper criteria. From the feasibility of these teaching materials, there are inputs in the form of criticism and suggestions that can be used as a basis for improving textbooks so that they become better. The following is the result of the improvement provided by the validator.

Table 3. Validator Comments and Suggestions

No	Criticism and suggestions	Follow-up
1	Textbooks already represent gender responsive leadership values. We recommend that the assignment is made in the form of a worksheet	A worksheet has been made as a supplement to the evaluation tool
2	It is necessary to emphasize gender responsive values so that they do not lead to other opinions	Some important points have been added in each chapter
3	Come up with the concept of issues that can stimulate gender responsive insights into gender insights	Real examples have emerged
4	The use of terms must be consistent	It has been corrected as recommended by the validator

From the results of the suggestions and comments given by the expert validator assessing the textbooks for non-formal education leadership courses, the textbooks were repaired in accordance with the validator's directions. The textbook improvements focused on three parts, namely clarifying gender-responsive values, assignments, and issues regarding gender-responsive leadership.

The results of the study show that non-formal education has an important role in providing training and teaching in the field of non-formal education. This program provides an opportunity for individuals to gain additional skills and knowledge that can enhance their employment opportunities and well-being. In addition, the non-formal education study program also makes a positive contribution to the development of the non-formal education system as a whole, which can provide great benefits to society.

In the context of non-formal education leadership courses, the aim of the curriculum is to provide an in-depth understanding of the concept of leadership and how this concept can be applied in an educational context. In the context of leadership, non-formal education leaders are characterized as trustworthy, creative and innovative, communicative, service commitment, taking risks, and religious (Widodo et al. 2017). Students who take this course are expected to be able to develop effective leadership skills in managing educational resources and lead well.

Non-formal educational leadership courses cover several main topics, including leadership concepts and theories, leadership applications in educational contexts, ethics and morals in leadership, communication in educational leadership, and educational leadership development.

A discussion of the concepts and theories of leadership provides an understanding of the types of leadership, leadership styles, characteristics of leaders, and the factors that influence leadership. It helps understand the basics of leadership so that they can understand the role and function of

a leader. Furthermore, the discussion on the application of leadership in the educational context helps to understand how the concept of leadership can be applied in real situations in non-formal education environments. This topic covers academic leadership, decision making, and management of educational resources.

The importance of ethics and morals in educational leadership is also emphasized in this course. Taught about how to make ethical decisions and how to lead with integrity, so they can become responsible and ethical leaders in educational settings. Communication is also an important part of educational leadership. A discussion of communication helps to understand the importance of building good relationships with staff, learners and the community. Effective communication is an important skill for a leader in influencing and bringing about change. Finally, the discussion on educational leadership development helps to understand how to develop oneself as a leader. Leadership development can be done through training, leadership experience, as well as opportunities to learn from the experiences of successful leaders.

Thus, the non-formal education leadership course has a crucial role in equipping with the understanding and leadership skills needed to contribute positively in the non-formal education environment. The application of gender analysis concepts and techniques in non-formal education leadership is also important to ensure inclusivity and gender equality in the learning process and management of education.

The integration of gender-responsive values in the "Leadership of Non-Formal Education" course is an important step in equipping students with an understanding and awareness of gender issues in the context of leadership. By integrating a gender perspective, students will understand the importance of eliminating gender discrimination and respecting diversity in leadership. This process will provide a strong foundation for students to become

leaders who are inclusive and responsive to gender issues in the non-formal education environment.

The main objective of integrating gender responsive values in this course is to increase student awareness of gender roles in leadership. Agree with this, gender responsiveness is to provide equal opportunities for every human being to be able to receive an education so that they can carry out their duties and functions as men or women (Y and Safitri 2020). By understanding how gender roles affect leadership dynamics, students will be able to identify gender barriers that may occur in the non-formal education environment and find solutions to overcome these challenges. In achieving this goal, several learning strategies can be applied, such as group discussions, case studies, reflection assignments, and field research. Group discussions allow students to share their views on gender roles in non-formal education leadership and formulate strategies to achieve gender equality. Case studies are used to analyze gender-oriented leadership in real situations, so students can understand the implementation of gender-responsive values in leadership practice.

Reflection assignments help students to consider the importance of gender responsive values in leadership practice. Through reflection, students can evaluate how far they have applied a gender perspective in their leadership and plan improvements to achieve better gender inclusiveness.

Field research provides students with direct experience in understanding gender issues faced by non-formal education leaders in real life. Through interactions with leaders, students can develop a deeper understanding of the consequences of gender responsive values in their leadership.

Reconstruction of teaching materials in the course "Leadership of Non-formal Education" with a gender perspective is a critical approach in creating gender-responsive leaders. In this teaching material, learning participants understand that gender

is a social construction that includes roles, norms, and identities assigned based on gender. This teaching material also teaches about the importance of recognizing gender roles in leadership and how eliminating gender stereotypes and gender discrimination can create an inclusive and equal educational environment for all individuals.

Thus, the integration of gender-responsive values in the "Leadership of Non-formal Education" course aims to create leaders who are sensitive to gender issues, respect diversity, and are committed to creating an educational environment that is inclusive and equal for all individuals. This is important in creating leaders who are efficient and able to lead with justice, so as to have a positive impact on the development of non-formal education and society as a whole.

CONCLUSION

Non-formal education leadership course is a crucial component in this study program. Its aim is to provide an in-depth understanding of the concept of leadership and how it can be applied in an educational context. Through discussions on leadership concepts and theories, applications in educational contexts, ethics and morals, communication, and educational leadership development, students are taught to develop effective leadership skills in managing educational resources and leading with integrity. The integration of gender responsive values in this course is an important step in creating leaders who are inclusive and sensitive to gender issues in non-formal education. Learning strategies such as group discussions, case studies, reflection assignments, and field research help students understand the role of gender in leadership and how to address challenges to gender equality. Thus, this course plays a role in forming leaders who are able to create an educational environment that is inclusive, equal, and has a positive impact on society.

Declaration by Authors

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