

**Table 1.** Supporting and Hindering Factors of the Sustainability of Non-Formal Education at the Sentul Guidance Center in Malaysia

| ASPECT                           | SUPPORTING FACTORS  | BARRIER FACTORS  |
|----------------------------------|---|--|
| <b>Institutional</b>             | Support from PKBM and the Embassy (facilities, legal legitimacy, program coordination)  | Operational funding limitations<br>Dependence on volunteer teachers                          |
| <b>Teacher/Educator</b>          | Adaptive strategies according to the child's abilities<br>Creative media use (images, games)<br>Personal approach, motivation, and praise | The number of teachers is limited.<br>Volunteer teacher replacements occur quite frequently. |
| <b>Parents</b>                   | Moral support and a sense of pride despite limited time<br>Motivation for the child to keep learning                                      | Minimal direct involvement due to being busy with work.                                      |
| <b>Students</b>                  | High motivation to learn<br>Enthusiasm in following calistung and Duha prayer<br>A sense of togetherness with peers                       | The background abilities vary (some have just started learning to read and write)            |
| <b>Facilities &amp; Services</b> | The presence of a simple learning space, a whiteboard, and bookshelves.   | Narrow and crowded space   |