

## IMPROVING FARMERS EMPOWERMENT THROUGH TRAINING IN ORNAMENT PLANT SEED MANAGEMENT

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### Abstract

The purpose of this research is to determine the process of empowering farmers through training in ornamental plant seed management in order to increase farmers' empowerment and ability, strength, and opportunity to develop and improve their quality of life. Qualitative research with a descriptive approach was used in this study. The participants include managers from the Community Learning Center (CLC) Suka Baru, tutors from the CLC Suka Baru, and learning citizens. The study employed field data analysis, which included data reduction, visualization, verification, and conclusion drawing. The findings indicated that: 1) Training planning is conducted in accordance with management procedures, beginning with the development of training instructions, validation, and implementation of training and evaluation programs. Tutors create Learning Implementation Plans (LIP) and schedule instructional materials. 2) The training conducted at CLC Suka Baru concluded successfully. This is demonstrated by the role of tutors, who communicate with and assist learners during training. Tutors deliver training in accordance with the planning that has been delivered and using simple-to-understand learning methods. Health protocols are used to conduct training via online and in-person meetings. 3) The training results indicate that learners improve their ability, knowledge, and understanding of ornamental plants to the point where they can learn how to sell online. This benefits agricultural businesses that manage plant seeds.

**Keywords:** Farmers empowerment, Training, Community Learning Center

### Abstrak

Penelitian ini bertujuan untuk mengetahui proses pemberdayaan petani melalui pelatihan pengelolaan bibit tanaman hias untuk meningkatkan kapasitas petani agar memiliki kemampuan, kekuatan dan kesempatan yang lebih besar guna memperbaiki dan meningkatkan kualitas kehidupannya. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan deskriptif. Partisipan yang dilibatkan adalah pengelola PKBM Suka Baru, tutor PKBM Suka Baru dan peserta didik. Penelitian ini menggunakan analisis data di lapangan dengan yang dimulai dengan reduksi data, Display data, dan verifikasi serta menarik kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Perencanaan pelatihan dilakukan sudah sesuai dengan fungsi pengelolaan dimulai dengan merancang intruksi pelatihan, validasi serta penerapan program pelatihan dan evaluasi. Tutor mempersiapkan RPP, jadwal hingga bahan ajar. 2) Pelaksanaan pelatihan yang dilakukan di PKBM Suka baru berjalan dengan baik, hal ini dilihat dari peran tutor yang menyampaikan dan membantu peserta didik selama mengikuti pelatihan, tutor memberikan pelatihan sesuai dengan perencanaan yang telah disampaikan dan metode belajar yang mudah dipahami peserta. Pelatihan dilakukan dengan cara online dan pertemuan langsung dengan menerapkan protokol kesehatan. 3) Hasil dari pelatihan terlihat bahwa peserta didik mengalami peningkatan dari mulai kemampuan, pengetahuan hingga pemahaman mengenai tanaman hias hingga peserta didik dapat belajar bagaimana penjualan secara online. Hal ini berdampak positif terhadap usahatani dalam mengelola bibit tanaman.

**Kata kunci:** Keberdayaan Petani, Pelatihan, PKBM

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## **INTRODUCTION**

Agriculture is one of the commodities expected to grow in exports to a variety of countries in 2019. According to West Bandung Agriculture Minister Andi Amran Sulaiman, vegetable exports totaled 1,500 tons per year, or 3.5 to 4 tons per day. In the future, we will assist seeds and others in recruiting millennial farmers, with a target of 1 million farmers. It is hoped that farmers can continue to improve the quality and yield of their agriculture as a result of this statement. Farmers can be trained or assisted to empower their communities in order to continue increasing income and quality.

The community empowerment development has several functions, such as to educate and prepare mentally and physically those who are economically weak for the pace of development, thus giving them jobs and increasing their income, thus allowing them to live a better life. They will also be able to participate in development, learning the recipes to cook and agricultural training. The program is an attempt to instill a shift in thinking and behavior about achieving success through imparting knowledge, skills, and knowledge.

Education is a life-long process that every human being goes through. Additionally, education will include a process of behavior modification that will alter behavior intentionally for the future benefit of humans. Education demonstrates that all activities with a purpose are successful. To accomplish this goal, the community can take one of several educational paths. Formal education, non-formal education, and informal education are the three educational pathways available. This educational path fulfills a necessary function. Non-formal education pathways play an important role in assisting communities that are unable to benefit from formal education.

Additionally, non-formal education has an educational unit that enables non-formal education pathways to function appropriately. Community learning activities centers (CLCs), LKPs, ta'lim assemblies, and training institutions are all examples of non-formal education units. CLC serves as a forum for diverse community learning aimed at mobilizing the potential for social, economic, and cultural development (Engking et al. 2012; Nurhayati, Musa, et al. 2021; Nurhayati, Hidayat, and Fitri 2021; Widiastuti 2018). The CLC's influence is thought to result in an increase in available community resources. According to Mulyono, the CLC plays a critical role and can always be followed or followed by the community, particularly in terms of moving resources within the community and organizing it into a cohesive force. Managers at CLC are attempting to create jobs by expanding their business lines. These businesses include agricultural development, industrial development, and business groups that can boost income and raise people's standards of living (Mulyono 2018; Nurhayati 2020).

CLC Suka Baru is a community-based organization that promotes equality education, teaching citizens how to become the majority of flower farmers and agricultural workers. This citizen develops the ability to perform well in his or her occupation. However, there are numerous barriers to production results, such as farmers' lack of knowledge about developing vegetable plant seeds to improve living standards and farmers' continued lack of understanding of the role of information technology in CLC management to improve farmers' ability to manage crop seeds. Thus, as a condition of the legality of graduates from formal educational institutions, citizens of learning must supplement their knowledge through additional learning and participate in an equivalency education package A, B, C students. Courses and workshops are

offered, including photography classes, ornamental plant nursery workshops, marketing workshops for plantation products, and crop seedlings and vegetable farmers. The CLC's efforts to fulfill its mandate, particularly in terms of improving farmers' ability, have become an intriguing subject of study. As such, this research will examine the process of farmer empowerment through CLC Sukabaru's ornamental plant seed management training.

### **Empowerment**

The term "empowerment" is used in a variety of ways. This study makes reference to Ife's definition of empowerment as "providing people with the resources, opportunities, knowledge, and skills necessary to increase their capacity to determine their own futures and participate in and influence their community's life" (Ife 1995). Meanwhile, Junaidi, Rosnita, and Kausar define empowerment as the ability to carry out an activity independently and precisely acquired through education, experience, and other people or social institutions of farmers, as well as efforts to provide opportunities and abilities for community groups to participate in, negotiate with, influence, and control the institutions of society (Junaidi, Rosnita, and Kausar 2016).

The purpose of empowerment is to develop individuals and communities into self-sufficient entities (Nurhayati, Masri, and Falah 2020; Sulistiyani 2004). This independence extends to their capacity for thought, action, and self-control. According to Servaes (Servaes 1999), the empowerment process requires the establishment of a grass-root dialogue forum (grass-root dialogue fora) to bring together sources and agents of direct change with citizens involved in decision-making; the method used is conscientization through dialogue to invite citizens to formulate problems as well as actions to resolve them. According to Lippit and Riant (Mardikanto and Soebianto 2012), there are several steps that must be taken to achieve empowerment.

1. Social awareness is an activity that educates the community about the sustainability of those who are not only individuals and members of society, but also have capacity in the social, cultural, and economic environment, so that they can think more deeply about the consequences of continuing a problem.
2. Illustrate the community's difficulties. This is a step that corresponds to the community's awareness by highlighting the issues they face.
3. Assist in resolving conflicts. This step should be completed in collaboration with the community to help them analyze the problems they are facing.
4. Demonstrate the value of change and the necessity of change, which they should anticipate.
5. Conduct demonstrations and tests. This activity is carried out to ascertain the most feasible empowerment activities that pose the least risk.

### **Training**

Training refers to the process of developing new skills, knowledge, and attitudes in order to prepare a person to perform the work that is currently his responsibility or will be in the future as part of the individual's development and the development of the organization in which he works (Intadiyah, Nurhayati, and Rukanda 2021; Koswara 2014; Nurhayati 2018). Edwin B. Flippo (Kamil 2012) defines training as the process of increasing an employee's knowledge and abilities to perform specific jobs. Simamora (Kamil 2012) defines training as a series of activities aimed at enhancing an individual's skills, knowledge, experience, or attitude change. Sudjana (Sudjana 2007) articulates the following training objectives:

1. As a criterion for success, training is deemed successful if the predetermined objective is attained as expected. In other words, harpability becomes a proxy for the effectiveness of pre-designed training.
2. To serve as a guide for all training elements/components, most notably coaches and trainees. In other words, the coach can design activities to help participants align their efforts toward achieving training objectives.
3. As a guide for developing standards/criteria for developing training curriculum, including materials and techniques, as well as training media and tools for evaluating training output.

## **Management**

Management is the one-of-a-kind capacity and ability to carry out an activity with or through others in order to accomplish organizational goals (Sudjana 2010). Terry (Terry 2001) defines management as an activity, the execution of which is referred to as managing, and the individual who performs it as a manager. Thus, management or management can be defined as an activity carried out collaboratively in order to accomplish a common objective.

Management functions in general, and Terry's management functions in particular (Sudjana 2010), present four management functions denoted by the acronym POAC: Planning (planning), Organizing (organizing), Actuating (implementation), and Controlling (supervision). Planning entails developing a series of activities from the various alternative efforts necessary to accomplish the set goals. Organizing entails segmenting and grouping activities, preparing staff to perform activities, carrying out activities, motivating and directing staff. Control entails creativity, coordination, and customer service (representing). Meanwhile, Sudjana (Sudjana 2010) stated that the management function for education outside of school consists of six distinct functions: 1) planning, 2) organizing, 3) mobilization, 4) coaching, 5) assessment, and 6) development. According to Terry (Terry 2001), management studies can be classified into five distinct approaches :

- 1) Take a process-oriented or operational-oriented approach.
- 2) Take a behavior-based approach.
- 3) The social system's perspective.
- 4) The system's underlying philosophy (system approach)
- 5) Use of quantitative data.

## **METHODS**

Research methods are a scientific way to obtain data with specific goals and uses (Sugiyono 2017). In this study, researchers use qualitative research methods so that the approach used is a qualitative descriptive approach and will produce descriptive data in written or oral words from people and behaviours observed. In this research CLC Suka Baru as a research location addressed in Kampung Babakan RT. 01 RW. 09 Cigugur Girang Village Parongpong District of West Bandung Regency. The participants involved are CLC Suka Baru managers, CLC Suka Baru tutors and learners. The reason for selecting participants above is intended to help and facilitate researchers in finding, collecting and obtaining data that follows research questions that researchers have provided.

The data collection techniques used in this study are interviews, documentation and triangulation or combined data. Structured interviews are used as data collection techniques when researchers or data collectors have known precisely what information will be obtained.

Data collectors have prepared research instruments in the form of written questions whose alternative answers have been prepared. The observation in this study is to collect data on the ground about the role of CLC Suka Baru in improving the ability of farmers. This is done by observing the activity directly.

This research uses data analysis in the field, namely at the time of data collection and after collecting specific data. The data analysis steps carried out according to Sugiyono (2017) are as follows:

1. Data Reduction is choosing essential data, creating categories and discarding unused ones;
2. Data Display (presentation of data) creates a chart or puts data into patterns;
3. Verification is concluding each data that has been selected and made patterns.

## **RESULTS AND DISCUSSION**

### **Results**

#### ***Training Planning on Ornamental Plant Seed Management***

In the planning of plant seed management training, several aspects are studied. According to respondent AS, as tutors what needs to be done before starting training is to analyze needs, design training instructions, validation, implementation of training programs, and evaluations. Furthermore, what needs to be prepared is to recognize the subject of counselling, recognize the communication process to students or farmers, do the extension process according to the procedure. These preparatory stages involve learners, tutors, managers, consumers and landowners. Furthermore, the researcher obtained information from respondent D as a tutor, who revealed that the training preparation stages start from assessing the needs, then tightening the training instructions, validating and implementing training programs and finally conducting evaluations. Many things need to be prepared, ranging from setting up training facilities, compiling training schedules and preparing training administrations. Everyone is involved in training preparation. They range from learners, tutors, managers, consumers to landowners. Based on the interview results, it can be concluded that the training stages start from the analysis of needs by involving all elements in CLC Suka Baru.

The next thing that needs to be researched is the Learning Implementation Plan (LIP) prepared by managers and tutors when training trainees. According to respondents, the LIP sources are content standards, graduation standards, syllabuses, and LIP. AT respondent conveyed the same thing, who said that LIP starts from determining content standards, graduation standards for trainees, and syllabuses to LIP. Based on the interview results, it can be concluded that in LIP, there are content standards, graduation standards, and syllabuses. Training needs to be determined on a schedule that follows mutual agreement considering that the trainees come from farmers who have a job. According to U.S. respondents, it is stated that making themes, ways of implementation, timing, management according to interests and other elements. At the time of scheduling, there are no obstacles. Furthermore, respondent D said that the determination of the training schedule is no obstacle. We prepare everything together following the joint decision for the implementation of training. In addition, the timing is per the adjustments of the trainees who come from farmers. Then it can be concluded that making a theme, way of implementation, timing, management following interests, and other elements with obstacles faced do not exist.

The curriculum is a reference that the trainees must complete. According to U.S. respondents, there is no difference. The material on the curriculum follows the schedule to be implemented. In addition, according to respondents, there is no difference. Material on the curriculum per the schedule to be implemented. It can be concluded that there is no material difference. At the beginning of training, the tutors must prepare teaching materials, media and also training methods so that the implementation can run well. According to U.S. respondents, LIP, learning media and tools for training activities. As for the media, used books, modules and InFocus with demonstration methods. Furthermore, respondent D revealed that the learning media and tools for training activities with book media, modules to InFocus to help implement training. Demonstrations were chosen as a method in training. Then it can be concluded that the learning media book, modules to InFocus to help implement training with demonstration or practice methods.

### ***Implementation of Training in Ornament Plant Seed Management***

Preparation is required for the CLC's training of plant seed farmers. According to respondents in agreement with D, preparations were carried out in accordance with the established plan. Additionally, researchers obtained information about core indicators, evaluation, and how to teach tutors during the training period from respondents with AF who stated that the training they received was agricultural practice. The learners were initially given LIP delivery. Although the tutor's preparation of the learning media has an effect on the implementation of the training, the tutor makes an attempt to approach the learners. When tutors deliver the training process clearly and in accordance with the LIP delivered at the start, tutors employ both theoretical and practical methods. However, there are obstacles during implementation, specifically a lack of props. Training evaluations are conducted on a regular basis following completion of training in order to fine-tune skills.

Additionally, researchers gathered information from trainees, such as respondent PS, who stated that when training is implemented, we receive the delivery of learning objectives, particularly at the start of training. Every activity can be influenced by the media used. The approach is to make as many connections as possible between learning or training and our circumstances. Tutors employ a variety of methods, including online instruction, demonstrations, and in-person practice. At the time of training, the process is customized to the individual's needs. LIP is provided on a case-by-case basis. There were no impediments that I encountered during training. At the conclusion of training, we receive an evaluation. Tutors adhere to theory but lack in-depth theory, particularly when delivering material online.

Additionally, respondent J stated that the core training practiced how to grow plant seedlings, and the tutor conveyed the purpose of first practicing planting plant seedlings. The media used is a method of marketing in order to grow. Tutors make a gradual transition from theory to practice. The training process is ready to begin, but the props are limited. Evaluation is always conducted through the use of a practice test. When tutoring, tutors are extremely attractive. According to nf respondents, the training's central focus is on online marketing of plant seed products, with tutors delivering training objectives early on. Implementation of the practice of seedling cultivation. Tutor-created learning media have an effect on how training is implemented, but tutors make an attempt to reach out to learners via online and practice. When tutors deliver the training process clearly and in accordance with the LIP delivered at the start, tutors employ both theoretical and practical methods. However, implementation challenges exist, including a lack of props and signal interference, as well as the issue of trainee quotas.

Training evaluations are conducted on a regular basis following completion of training in order to fine-tune skills.

Based on the results of interviews with trainees, it can be concluded that the training conducts the practice of cultivating agricultural crop seeds via online and direct practice while adhering to health protocols at the time of training. With the media that was used during the training. Additionally, the observations revealed that during eight meetings. If the tutor is told that it is effective in creating LIP, then it is effective in communicating the tutor's learning objectives. Additionally, to these two aspects, tutors can be effective at motivating students, selling learning materials online, and directing students to participate in classroom activities. Finally, it can be seen that tutors' learning outcomes have been successful in directing learners to comprehend, comprehend, and practice. Although the seven aspects studied are not yet perfect, tutors have made an effort to ensure that the implementation of life provision skills goes smoothly and produces positive results.

### ***Training Output Results***

According to the results of interviews with respondents about learners' ability, comprehension, and knowledge, numerous changes occurred, most notably in their mastery of theory. And a greater understanding of the stages involved in the implementation of planting plant seeds, from soil preparation to seed planting to marketing. Additionally, learners' knowledge has increased. Additionally, respondent D stated that trainees became a change for the better and a mastery of theory. Improved understanding of farming's implementation, from nursery to marketing. Then it can be concluded that participants' ability, knowledge, and comprehension of marketing and planting improve.

According to information gathered from trainees such as respondent AF, our tutors always motivate and reward learners during each training activity. Additionally, we receive numerous benefits during training, one of which is the opportunity to learn about online marketing. The conversation then continued with respondent M, who stated that we were encouraged to continue with the training in order to gain knowledge. Numerous advantages accrue as a result of training. Additionally, respondents to NF stated that tutors encourage us in person or through gifts, many of which we receive during training, one of which is the science of online marketing. Additionally, respondent I stated that learners are constantly motivated by our tutors and receive rewards as a form of encouragement during each training activity. Additionally, we receive numerous benefits during training, one of which is the opportunity to learn about online marketing."

According to respondents' responses to questions about obstacles encountered during the training's implementation, one of the respondents, AS, stated that while attendance was not timely, support was obtained from the West Bandung Education Office. This sub-district office granted the permit, according to community leaders in the vicinity of CLC Suka Baru. Every issue receives a resolution from a variety of parties, one of which is the farming issue. Additionally, respondent D stated that the obstacle is participants who are late for online or in-person meetings, but we provide a solution that promotes an appreciation for the value of science, resulting in an increase in income from farming businesses. Concerning the support received from the West Bandung Education Office, the sub-district office that issues building permits, community leaders in the vicinity of CLC are overjoyed. Additionally, P as the manager stated that the increase in attendance decreased and that each training implementation

required notification. Support was obtained from the West Bandung Kab Education Office, the sub-district office that issued permits, and community leaders surrounding CLC. Thus, it can be concluded that the presence decreases to the point where continuous notification is required, but support for implementing this training comes from both internal and external parties.

## **Discussion**

Tutors plan and implement training programs, beginning with the development of training instructions, validating and implementing training programs, and concluding with evaluations. In this case, the tutor acts as a manager. According to Sudjana (Sudjana 2010), the management function is comprised of six consecutive functions that pertain to education outside of the school. The six functions are as follows: a. Planning b. Organizing c. Direction d. Construction e. Evaluation f. Development

Additionally, tutors create LIPs and schedule teaching materials for learners enrolled in training. According to Sudjana (Sudjana 2001), an educator must take several steps in the learning process, including preparation, implementation, and completion. Additionally, sudjana's opinion (Sudjana 2010) states that non-formal education planning is an activity associated with the initial, systematic efforts that describe the preparation of a series of actions that will be taken to accomplish the organization's or institution's goals while taking into account available resources or sources that can be provided.

The training that was conducted at CLC Suka went very well. This is demonstrated by the tutors' role in communicating with and assisting learners during training. Tutors make their way to the participants. In this case, the tutor aims to deliver training that is consistent with the planning delivered through the learning methods provided to the trainees. According to Arif (Arif 1994), tutors make several assumptions about learning and teaching, including the following: 1) self-concept; 2) experience; 3) readiness to learn; and 4) orientation toward learning. Additionally, as a tutor or trainee to learners referred to as a coach, it must possess certain personal characteristics that are critical to the success of his work, according to Arif (Arif 1994) Some of the personal characteristics of a coach that are critical to his or her success include the following: a. A healthy and well-integrated self-concept; b. Empathy skills; c. An attitude toward group membership; d. A willingness and ability to take personal risks; and e. The ability to deal with emotional pressure, which is closely related to the ability to face risks.

Additionally, the implementation of training at CLC Suka Baru is a reflection of CLC as a whole, which is a place where efforts are made to improve specific knowledge, skills, attitudes, and values for citizens in need (Tohani 2009). The training results indicated that learners improved in areas such as ability and knowledge, as well as an understanding of ornamental plants, until they were able to learn how to sell online. According to Surya (Surya 2003), learners experience changes in their learning behavior on several fundamental levels, including: 1) Conscious changes; 2) Continuous and functional changes; 3) positive and active changes; 4) Changes that are relatively permanent and not temporary, and are not due to the process of maturation, growth, and development; 5) Purposeful and purposeful changes; and 6) Purposeful and purposeful changes.

Agriculture's expansion is evidenced by an increase in agricultural production and profits. Increased output occurs as a result of the use of more productive inputs (means of production).



Profitability gains are a direct result of improved production training and more effective and efficient inputs. Other significant findings in this study include the quality of human resources, specifically formal education and experience as farmers, which have a significant impact on agricultural productivity and profits. There are obstacles encountered during this training process, the most significant of which is the decreasing presence of participants. Nonetheless, it can be higher due to supporting factors from both internal and external sources, such as learners who have a spirit during implementation, and from the education office, which consistently supports the operation of this activity.

## **CONCLUSION**

Empowering farmers through training in ornamental plant seed management is one of the efforts to build farmers' capacity so that they have greater ability, strength, and opportunity to improve their livelihoods and quality of life. Empowered farmers possess knowledge and skills, are involved in decision-making, and are capable of managing and resolving agricultural business problems. The training process for ornamental plant seed management begins with tutor-led training planning, followed by the development of training instructions, validation, and implementation of training programs, and finally evaluations. The implementation of training at CLC Suka Baru went smoothly, with online and in-person meetings conducted in accordance with health protocols. The training results indicated that learners improved in areas such as ability and knowledge, as well as an understanding of ornamental plants, until they were able to learn how to sell online. As a result, training benefits agricultural businesses that manage plant seeds. Agriculture's expansion is evidenced by an increase in agricultural production and profits. Increased output occurs as a result of the use of more productive inputs (means of production). Profitability gains are a direct result of improved production training and more effective and efficient inputs.

Training in managing plant seeds, faced with a variety of internal and external obstacles to overcome, it appears that there are a variety of potentials available to grow it. The success of this training is also inextricably linked to the tutor's role as a person of principles. Additionally, the success of training implementation is determined by the results obtained by learners, which are influenced by internal and external factors such as learners' spirit during implementation and the education service's ongoing support for this activity.

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