

TUTOR TRAINING PLANNING FOR EQUALITY PACKAGE C BASED ON VOCATIONAL MATERIAL MODEL IN SUPPORTING QUALITY LEARNING SERVICES AT PKBM AL INSAN DARMARAJA DISTRICT SUMEDANG

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Abstract

Vocational Material Model-Based Training Model to Increase the Competency Equality of Educational Tutors. This study aims to develop a training model to improve the competency of equivalence education tutors, using a performance-based training model, with a focus on tutor instructional competence. Model training was developed based on the fact that the current training process is too conventional and emphasizes only cognitive aspects. The performance-based training model was developed through research and development. The results show that the performance-based training model is effective in improving the pedagogical and andragogic competencies of equality education tutors at the Center for Community Learning Activities.

Keywords: Training Planning, Vocational Material Models, Quality Services

Abstrak

Model Pelatihan Berbasis Materi Kejuruan untuk Meningkatkan Kesetaraan Kompetensi Tutor Kependidikan. Penelitian ini bertujuan untuk mengembangkan model pelatihan untuk meningkatkan kompetensi tutor pendidikan kesetaraan, dengan menggunakan model pelatihan berbasis kinerja, dengan fokus pada kompetensi instruksional tutor. Model pelatihan dikembangkan berdasarkan kenyataan bahwa proses pelatihan saat ini terlalu konvensional dan hanya menekankan aspek kognitif. Model pelatihan berbasis kinerja dikembangkan melalui penelitian dan pengembangan. Hasil penelitian menunjukkan bahwa model pelatihan berbasis kinerja efektif dalam meningkatkan kompetensi pedagogik dan andragogi tutor pendidikan kesetaraan di Pusat Kegiatan Belajar Masyarakat.

Kata kunci: Perencanaan Pelatihan, Model Materi Kejuruan, Kualitas Pelayanan

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INTRODUCTION

Non-formal education as part of the national education system plays a role in the development and implementation of lifelong education. Non-formal education aims to improve knowledge, skills, attitudes, and values that can be assessed and compiled through a flexible functional system, as well as developing life skills for lifelong learning. The scope of informal education programs is very broad and varied, including sexuality education through Package A which is equivalent to elementary school, Package B which is equivalent to SMP/MTs programs, and Package C which is equivalent to SMA/MA state education. with flexibility and ease in a manageable way possible. On the other hand, equitable education is expected to have a dual purpose, namely to provide a professional attitude to target communities whose competitiveness in finding work and business opportunities is generally weak. Therefore,

Regulation Number 14 concerning Equivalent Education Content Standards of 2007, among other things, regulates the C program package curriculum which contains subjects on functional skills and personality or work in the workplace.

The provision of equivalent education every year encourages the acquisition of bachelor's and secondary degrees following the community's formal education. According to data from the Public Education Service in 2015, Package C equivalent to high school served 25,200 people, Package B equivalent to junior high school served 134,262 people, and Package A equivalent to elementary school. cared for up to 3,140 people. All recipients of this peer education service have acquired knowledge through learning, so they can obtain a peer education certificate. An equivalent degree is useful for further study, but school-aged people are more useful when it comes to finding a job or business opportunity. Based on the results of field identification, the desired result from the Community Learning Needs Analysis is instructional skills equivalent to Package C. However, after analyzing the feasibility of the institution and partnership opportunities with other educational institutions, the training program equivalent to Package C with the greatest potential for implementation must add teachers equivalent to Package C to support high-quality learning services. Therefore, it is necessary to develop more innovative programs to create effective and efficient models.

THEORETICAL BASIS

Informal education, which has various characteristics and names or other terms, whether called adult education, lifelong education, learning communities, extracurricular education, or social education, is an organized and systematic activity carried out outside the formal education subsystem. (Sujana, 1994 in Mustofo, 2009:13). Although all of these terms have similarities and differences with non-formal education, differences in perspectives make it difficult to formulate a comprehensive and generally accepted definition. Package C equivalent to high school is a continuing education program equivalent to high school Package B. Curriculum and subjects used in high school. Meanwhile, the importance of the Package C program is explained in a book published by the Agency for Equality. The Package C program is a high school program equivalent to SMA/MA, with an informal study program for anyone who has limited or is interested in formal education and chooses equivalent education at the end of high school. The Package C program is for members of the community who are unable to attend secondary school or similar education due to social, financial, temporal, or geographic reasons. Package C graduates are entitled to receive a diploma that is recognized as equivalent to a high school diploma.

The mission of Package C Equivalent to the High School program is to provide tiered education services through non-formal education channels for citizens who have not received or have not received high school level education services, as well as providing opportunities for those undertaking Package B, which has been completed. equivalent to the program. Junior high school graduates who have completed junior high school training, as well as MT graduates who did not continue or dropped out of high school. The next task is to teach skills for work or entrepreneurship. The curriculum consists of planning and compiling content, materials, and learning methods, which serve as guidelines for organizing teaching and learning activities. The one-level curriculum for Package C of the Justice Training Program has been developed based on the following principles being life-oriented, multifaceted and integrated, responsive to developments in science, technology, and art, comprehensive and sustainable, and adhering

to the principle of lifelong learning. This means that the training curriculum equivalent to package C contains more application-oriented, thematic, and life skills concepts. The educational level curriculum and Sähköammattipaketti C (electronics and electronics) program curriculum that can be developed still refers to the curriculum under package C secondary schools, based on basic education from the educational authority responsible for the field of education. The curriculum framework and graduate competencies were developed together with stakeholders and aligned with the guidelines for preparing the Equality Education Unit level curriculum prepared by the Education Standards Agency which conducts audits, especially in departments.

The Package C program is a free-form educational program equivalent to high school and equivalent, with an emphasis on mastering science and technology as well as developing students' attitudes and personalities. Students are members of society who try to develop their potential through learning the C-Package program. Vocational training is training aimed at mastering specific applicable skills, the aim of which is to train personnel who know how to apply the expertise and skills of their department. Ready to work and able to compete globally. Efficiency comes from the word efficiency which means success or the state of being effective (Nana Sudjana, 1998). According to Fincher, quoted by Cowan (1998), effectiveness can be interpreted as a measure of the extent to which actions or efforts produce results and can achieve goals. In addition, Streers (1985) argues that the effectiveness of a program can be assessed from three main perspectives, namely goal optimization, and system perspective (infrastructure and changes in community behavior due to the program). Therefore, the effectiveness of implementation). The development program for the implementation of the Position C Package program can be evaluated according to flexibility or clarity and suitability of content and model design to achieve objectives, availability, and suitability of infrastructure, and growth of tutor skills. and resident students. Effect of model implementation.

METHODS

The method used by researchers is a descriptive research method with a qualitative approach because the data analysis is described verbally which describes the planning, implementation, and results of PKBM management in Cimahi City (Ali et al., 2020). The qualitative approach itself focuses on elements that contain subjective, definitive meaning, as well as a description of the research based on the researcher's scheme or framework (Nurasia et al., 2018). The data sources for this research are three informants consisting of: The source of information is the head of the PKBM institution in the Cimahi City area. as well as two people from the community around PKBM who could provide data. As a reinforcement for obtaining field data, researchers used online observation, interview, and documentation techniques and went directly into the field managing research objects, as well as object social media in March 2023. According to Sugiyono (Sugiyono, 2015), "Purposive Sampling is a collection technique samples with certain considerations. This sample is more suitable for qualitative research. (Bones, 2020)

RESULTS AND DISCUSSION

Application of the Online Learning Model Combination with Vocational Package C in PKBM
According to Notoatmojdo (2003:16), education in general is any planned effort to influence other people, whether individuals, groups, or society, so that they do what is expected by educational practitioners. According to the Big Indonesian Dictionary (1988), education can

be defined as a learning process for individuals to achieve higher knowledge and understanding regarding certain specific objects. In line with the development and increasingly complex demands of society regarding educational service needs, the Community Learning Activity Center (PKBM) is a form of out-of-school education unit that seeks to improve the quality of society as an investment in the learning community in the lifelong education process. This is following the National Education System Law Number 20 of 2003 that non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and taklim councils, as well as similar educational units.

PKBM organizes a vocational package c equality program for the community to obtain opportunities in the field of education equivalent to high school (SMA) education. This program is aimed at disadvantaged students, not in school, who have dropped out of school, who have dropped out, and who are of productive age who want to improve their knowledge and life skills as well as other members of the community who need special services to meet their learning needs as a result of changes in increasing living standards and knowledge, knowledge, and technology. This is the background to the formation of a new learning model developed by PP PAUD and Dikmas. Learning is packaged practically and makes it easier for someone to access learning.

The combined online learning model is learning that combines learning using internet facilities as a learning aid and also face-to-face learning. Online learning allows students to learn for themselves about various things using a system that has been prepared and all other online learning resources. The combined online learning model supports overcoming obstacles to meeting students' educational needs because most students have limited time because they have to work as household assistants (ART) and also factory workers with a time intensity of ± 8 hours per day and irregular working hours. does not allow students to come to the institution to study every day. The combined online model is a new program implemented at PKBM. This model has been implemented since March 2016. The implementation of the combined online learning model is an embodiment of national development efforts. This capital is not only determined in PKBM but has also been applied in LKP. Until now, the combined online learning model is still being implemented in these three places, following the educational services provided. In the online learning process, the combination in package c cannot be separated from the role of the tutor, even though the learning process emphasizes online independent learning. However, the role of the tutor is still very important for the smoothness of the combined online model learning process, so a tutor is required to have professional skills or competencies so that he can manage learning programs starting from learning planning, and learning implementation to assessing or evaluating learning. The following looks at the combined online learning model regarding suitability for fulfilling National Education Standards (SNP).

The learning process at PKBM includes the planning stage, learning implementation stage, and assessment stage of learning process results, as well as monitoring the learning process, process standards at PKBM are under PP No. 19 of 2005 Article 19 Paragraph 3 which states that the learning process includes planning, learning process, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process. Learning at PKBM begins with planning the learning process. Learning process planning is explained by Martiyono (2012:22) that planning the learning process is the activity of planning all learning components, especially those planned, namely objectives, materials, method strategies, steps,

material sources, and assessment. More operationally, learning planning can be interpreted as preparing a Syllabus and learning Implementation Plan (RPP) which contains subject identities, Competency Standards (SK), Basic Competencies (KD), time allocation, learning methods, and assessment of learning outcomes.

Planning Stage

At the planning stage, the following activities are carried out. First, identifying learning needs results in the form of material in the knowledge dimension, including: (a) understanding the characteristics of students' learning; (b) mastery of educational concepts and foundations; (c) understanding learning planning; (d) implementation of learning along with methods and techniques; and (e) evaluation in learning. Material needs in the skills dimension include (a) preparation of learning programs and syllabi; (b) preparing preparations for implementing learning; (c) implementation of learning; and (d) learning evaluation. Second, is participant identification. The results of the identification of training participants obtained data from 15 tutors from four PKBM. Third, identify learning sources as facilitators, namely researchers, plus 5 facilitators appointed by researchers based on their experience as facilitators, as well as their mastery of teaching science. Fourth, identify the teaching materials used, namely teaching materials that are packaged by the resource persons/researchers themselves and are practical in training.

Organizing Stage

At the organizing stage, activities are carried out as follows. First, the general objectives of the training are: (1) increasing tutors' mastery of pedagogical and andragogical competencies; (2) developing tutors' teaching skills; (3) increasing the effectiveness of package C equality education learning in PKBM. The specific objectives of organizing include: (1) describing the learning process based on educational insights; (2) applying learning theories and concepts; (3) preparing learning plans; (4) compiling a learning syllabus; (5) preparing a learning implementation plan; (6) carry out learning effectively; and (7) carrying out learning evaluations. Second, preparing training materials, the results of which are training materials packaged according to training needs as contained in the specific training objectives.

Implementation Stage

Initial training conditioning before the core training begins. The researcher as facilitator organizes the opening of the training with the aim of (a) creating a conducive atmosphere for learning; (b) providing an understanding of the learning steps that must be taken during training; (c) conveying the benefits of participating in training activities; and (d) identifying the initial abilities of training participants. The facilitator provides information about the overall training steps that participants must take, including theoretical activities and practical activities. The training process is divided into three activities, namely: preliminary activities, core activities, and closing activities.

First, in the preliminary activity: (1) the facilitator builds participants' attention; (2) the facilitator tries to motivate participants, by creating a friendly atmosphere, greeting and communicating in a friendly manner; (3) the facilitator provides a study guide to be carried out; (4) the facilitator before the training process takes place, gives a pretest. Second, core activities, and activity processes are based on the following things.

The role of the facilitator is (a) to carry out orientation, at this stage, the facilitator creates conducive interactions between the facilitator and participants and between participants; (b) to carry out assessments to determine the basic abilities of participants according to the theme; (c) distributing learning materials to participants as learning resources; (d) deliver material according to the theme discussed; (e) giving assignments directly to each participant, (f) encouraging participants to be able to solve learning problems; (g) guiding participants individually to prepare learning plans; (h) observe each participant implementing the learning implementation plan in peer tutorial activities, taking turns; (i) provide input (feedback) on the results of observations of peer tutorial activities to make improvements to subsequent learning; (j) carry out program evaluation, after the entire training ends.

The role of the participants: (a) show high enthusiasm and enthusiasm when listening to the facilitator; (b) carry out quite active communication and interaction; (c) express their experiences related to the problems they face; (d) carry out practical assignments following the study guide given by the facilitator; (e) study the learning materials provided by the facilitator; (f) prepare a learning plan to be practiced by each participant; (g) discussing the results of preparing the learning implementation plan; (h) carry out learning practices following the revised learning plan; (i) carry out reflection, namely discussing the results of observations of the implementation of learning practices to provide input for suggestions for improvement that can be implemented in subsequent learning activities.

Training Evaluation Stage

In detail, the stages of evaluation activities include the following: (1) evaluation of training results (output), this evaluation is carried out through two activities. First, carry out a posttest with the same test questions used during the pretest. Second, observe the tutor carrying out the learning after the training. (2) evaluation of the training program through two stages. First, directly observe the course of the training process. Second, collecting participants' opinions by filling out questionnaires to obtain participants' responses to the training model implemented. (3) evaluation of the impact (outcome), through observation and directly in the learning implementation setting carried out by tutors at PKBM as a reflective activity on the results of the training.

Quality standards

Graduate Competency Standards based on field results at PKBM institutions are as follows: 9 students who took part in the life skills education program in 2020, 20 literacy programs in 2019, youth development and soccer sports program, village entrepreneurship life skills program, PKBM in 2020/ 2021 as many as 86 students, and have not yet applied for institutional accreditation. Content standards based on field results at PKBM institutions are as follows (Apandi et al., 2022). The curriculum used by PKBM refers to the national education curriculum, namely the 2013 curriculum, the educational calendar refers to the academic calendar issued by the education office but is adjusted to the conditions of the institution which is formulated at the beginning of the semester with the principal, teacher/tutor, committee and socialized to the students' parents. Fakhruddin & Shofwan, 2019). Process standards based on field results at PKBM institutions are as follows: making syllabus/RPPM, RPP/RPPH is carried out at the beginning of the semester or before the learning/training process is carried out, supervision of learning is carried out every day for both material and learning, student attendance, teacher absences carry out recaps assignments to students, as well as providing

remedial and enrichment to participants teaching package pursuit programs, life skills after carrying out training or exams (Komar, 2017).

Program Implementation

PKBM program planning reveals several indicators from various planning stages that have been carried out by PKBM managers using a non-formal education management approach, including a. The existence of administration includes data on prospective students and learning residents, data on the educational conditions of residents, data on residents' livelihood conditions, and data on residents who have not continued formal education. B. There is documentation of agreement with local community leaders for the establishment of PKBM. C. There is a determination of the vision, mission, and goals of PKBM (1. Vision: The realization of a more intelligent, religious, skilled, independent, virtuous, productive society which in turn can improve the standard of living and live in harmony, and always develop one's potential; 2. Mission: Develop and facilitate dynamic learning and community empowerment efforts according to local needs, as well as mobilize community resources and participation (both the community and the wider community) to support the implementation of learning and community empowerment programs). D. There is a preparation of a founding proposal at the organizing stage, the PKBM management determines the division of work (job desk), and clear responsibilities for each individual in carrying out their respective duties following their abilities and mutual agreement (Fakhrudin & Shofwan, 2019). So managers are required to be able to collect and allocate all existing resources, both human resources and non-human resources, and then coordinate their members to achieve the goals that have been set together. (Elihami, 2020).

At the implementation (motivation) stage, the approach taken by the manager can be said to be quite good. PKBM managers divide it into 3 areas, including the education sector, the approach is to identify what needs are needed by the surrounding community, as well as to motivate residents to learn (Gadotti, 2011). The management information sector provides information services in the context of socialization and promotion of PKBM (Van der Linden, 2015). The Management Partnership Sector makes proposals for grant applications, both in the form of cash and other forms of funds aimed at developing PKBM activity programs. At the conforming stage, PKBM is only carried out at the external coaching level, meaning that tutors and students tend to take part in coaching if there are coaching activities from other institutions as PKBM coaching institutions themselves (Putri, 2018). So there is no visible professional development effort made by the managers themselves (Madjar & Cohen-Malayev, 2013). However, it turns out that continuous coaching is obtained from the tutor's efforts when dealing directly with students during the learning process. So it can be concluded that even though managers rarely or never provide formal coaching, if it is supported by attention and effective communication between managers and tutors it is believed that there has been a coaching effort, even though it is only informal (Usman & Tasya, 2020).

The evaluation stage carried out by PKBM is carried out every 6 months but sometimes it is also flexible and incidental. Learning evaluation at PKBM is the same as that carried out by school education, such as holding UTS, UAS, and UAN. The development stage carried out by PKBM includes: collaborating with various parties including the surrounding community, government, private companies, and other agencies related to Community Education; as well as expanding the reach of the program, the management expands information about existing programs at PKBM by posting brochures for new student admissions both through print media

and social media. This explanation is reinforced by the opinion of (Herlinda et al., 2017) explaining that: At the development stage, to maintain program continuity, where education will continue to develop, managers must continue to apply the Non-Formal Education management approach as effectively and efficiently as possible, because it does not rule out the possibility that if one of the PNF management approaches is not implemented, it is feared that it will paralyze the program being implemented (Varanda Marques & de Freitas, 2016).

Strengths, the strengths of implementing PKBM are: 1) PKBM responds to the needs of people who have dropped out of school or people who do not have the opportunity to receive formal education. 2) implementation of PKBM is based on student needs. 3) The program is adapted to the situation and conditions of the learning community. 4) The characteristics of implementing equal education are that it is flexible, and there are 3 dimensions of learning, business, and community development which allow it to be adapted to various needs, uniqueness, and interests. 5) Recognized in the National Education System Law as a non-formal education organizing unit. 6) There is a government budget from both the central and regional levels for the implementation of equal education. 7) The existence of regional, national, and international non-formal education forums that support each other for the development and progress of PKBM implementation. 8) PKBM can create several community service programs such as Women's PKH program, PAUD, Functional Literacy, equality, Talim Council, Women's Empowerment, Youth Entrepreneurship, and others.

Weaknesses, the weaknesses in the implementation of PKBM include: 1) There are still people, government bureaucracy, and related stakeholders who do not know well the work of PKBM as a complementary education to formal education. 2) There is a negative stigma towards non-formal education in organizing institutions, for example, PKBM which organizes the Package A BC program. Its existence is only to obtain funds from the government, but in practice, it is carried out "carelessly" and some are even fictitious. 3) there are still many stakeholders who are too credible towards non-formal education and are more concerned with diploma-oriented formal education (Zikargae et al., 2022).

The opportunities that exist in PKBM are: 1) the more chaotic formal education is, the more non-formal education will become an alternative. 2) The existence of PKBM can reach residents who are not served by formal education and even remote areas of the archipelago. 3) The existence of three dimensions in implementing the PKBM program, namely learning, business, and community development, makes it possible to attract community participation and support from wider donor institutions. 4) There is a global commitment to the MDGs (Millennium Development Goals), the implementation of which at the grassroots level is largely within the scope of the PNF. 5) There is a global commitment to Education For All and Lifelong Learning, most of which is the scope of PNF. 6) enactment of CSR (Corporate Social Responsibility) policies for the advancement of education and development of community welfare with large and consistent funding allocations. 7) Starting to get a lot of international assistance for education, poverty alleviation, and community development. 8) Non-formal education is regulated directly in the National Education System Law No. 20 of 2003 which provides a strong legal umbrella for implementing it (Alexandro, 2020).

Threats, threats to PKBM are: The potential for conflict between various institutions responsible for fostering and developing non-formal education programs, for example between the City/Regency Education Sub-Department, SKB, BPKB, Provincial Education Sub-

Department, BPPLSP, Regency/City FK, Provincial and Central PKBM, which if not addressed maturely can create counter-productive efforts for the movement to advance the PNFI Program and several individuals feel threatened by the existence of a pure and strong PNFI movement so they take steps to resist which can hinder progress so that these individuals do not lost 'profits' from 'manipulation' and KKN of the PNFI project (Werakul et al., 2014).

CONCLUSION

From the study above, it can be concluded that PKBM management tends to be good because the management has designed the program well from the start until the output produces satisfactory results for graduate students. They can have expertise or skills and knowledge for the future of these students, both students. You can open your own business or you can continue your education to a higher level. The implementation of online learning combined with the vocational c package at the Community Learning Activity Center (PKBM) has gone well and is in accordance with the stages. The combined online learning process has gone well, this can be seen through the fulfillment of the stages from planning, and implementation, to assessment. This is proven by the existence of lesson plans, syllabi, the readiness of learning materials, preparation of learning resources, learning media, and everything related to facilities and infrastructure.

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