

EFFORTS TO IMPROVE PIK R MANAGEMENT THROUGH GENRE PROGRAM TRAINING FOR FAMILY PLANNING EXTENDER

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Abstract

The background of this research is the learning process of understanding numbers in children, it appears that they do not understand simple concepts in everyday life, especially in the ability to recognize numbers, even though introducing the concept of numbers to children aged 5 years must use the right and appropriate methods and models in the learning process. accompanied by the right media. The purpose of the research is to find out efforts to improve understanding of the concept of numbers through the learning media of number cards in early childhood at RA Baeturrohmah. In this study, the researcher used a descriptive method with a qualitative approach where the sample consisted of one principal of RA Baeturrohmah, one teacher of RA Baeturrohmah, and eight students of RA Baeturrohmah. Data collection techniques are carried out to the respondents through interviews and observations. The result is that students can take part in learning to increase understanding of numbers with number card learning media where the process is carried out with students learning while playing so that students can follow the learning well. This can be seen from the observations of students experiencing an increase in understanding of numbers. So it can be concluded that learning media can help increase students' understanding of learning numbers in particular.

Keywords: Early Childhood, Number Cards, Number Concepts, Learning Media

Abstrak

Latar belakang penelitian ini adalah proses pembelajaran pemahaman bilangan pada anak terlihat bahwa kurang memahami konsep sederhana dalam kehidupan sehari-hari terutama dalam kemampuan mengenal bilangan padahal mengenalkan konsep bilangan pada anak usia 5 tahun harus dengan metode dan juga model yang tepat serta sesuai dimana pada proses pembelajaran diiringi dengan media yang tepat. Tujuan dari penelitian yaitu untuk mengetahui upaya meningkatkan pemahaman konsep bilangan melalui media pembelajaran kartu angka pada anak usia dini di RA Baeturrohmah. Pada penelitian peneliti menggunakan metode deskriptif dengan pendekatan kualitatif dimana sampel berjumlah satu orang kepala sekolah RA Baeturrohmah, satu orang guru RA Baeturrohmah dan delapan orang siswa RA Baeturrohmah. Teknik pengumpulan data yang dilakukan kepada para responden melalui wawancara dan observasi. Hasilnya yaitu siswa dapat mengikuti pembelajaran peningkatan pemahaman bilangan dengan media pembelajaran kartu angka dimana proses dilakukan dengan siswa belajar sambil bermain sehingga siswa dapat mengikuti pembelajaran dengan baik. Hal ini dapat dilihat dari hasil observasi siswa mengalami peningkatan pemahaman dalam bilangan. Sehingga dapat diambil kesimpulan bahwa media pembelajaran dapat membantu peningkatan pemahaman siswa dalam belajar bilangan khususnya.

Kata kunci: Anak Usia Dini, Kartu Angka, Konsep Bilangan, Media Pembelajaran

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INTRODUCTION

The country of Indonesia as a developing country faces problems, one of which is population problems, namely where Indonesia's population is large with high growth but its distribution is uneven and has low quality. To be able to deal with these problems, it is necessary to have a rule or policy from the government to achieve general welfare for the whole community equally and well. The government program through the family planning program was created as one of the solutions to population problems in Indonesia, if the family planning program goes well then the growth rate and also the development of the Indonesian population can be directed and become a prosperous society.

These interrelated problems can result in unbalanced population growth. Public understanding of the importance of family planning is still not comprehensive. The government established family planning to improve family welfare by reducing the birth rate which was so significant. One of these programs is carried out by family planning instructors. Family planning extension workers according to Article 1 of the Minister of Agriculture Regulation No. 21 of 2018 are civil servants who meet qualifications and competency standards and are given full duties, responsibilities, authority, and rights by authorized officials to carry out counseling activities, services, mobilization and development of population programs, family planning and family development.

One of the duties of a family planning instructor or PKB is to provide training to youth through the Youth Information and Communication Center (PIK R). PIK R is a place for PKBR Program activities that are managed by, from, and for teenagers by providing information and counseling services regarding planning a family life and also other supporting activities for teenagers (National, 2015). Adolescence is a period that must be experienced by all humans, adolescence is a golden period that is vulnerable for every individual.

Based on data from the Central Statistics Agency (BPS), the youth population in Indonesia continues to grow every year, while the data obtained in 2021 is around 39.33% of youth aged 25-33 years, 39.80% of youth are aged 19-33. 24 years, then youth aged 6-18 years as many as 20.87. So based on BPS data, it can be said that almost 23.90% of the population in Indonesia is youth (Mahdi, 2021). During adolescence, guidance is needed so that adolescents can develop their potential and abilities in a positive direction. Adolescence will turn into a future-destroying period if there is no control and a lack of awareness of the future. Through PIK R, family planning instructors approach adolescents directly as the planning generation and also parents who have teenagers.

In approaching youth through PIK R, PIK R as a forum for teenagers must have good management and attractive generation planning programs for teenagers. PIK R is facilitated by family planning instructors through PIK R management training held by BKKBN. According to Bernardin and Russell (Akhyadi & Kaswan, 2018) training is every effort to improve the performance of employees or employees on the work they currently hold or related to their work. The training held by BKKBN through family planning instructors is an attempt to improve the knowledge, management, and understanding of youth in PIK R following the objectives of family planning instructors.

However, the management of PIK R has so far been running naturally or in other words running alone without any management training. This is in line with what was conveyed by the Head of the Sub-Coordinator for Youth Resilience of the West Java BKKBN, Della Aryati (Wartakencana, 2020) that the PIK R Manager must obtain updated information regarding the

proper and correct management of PIK R, this update was carried out because the BKKBN had not provided an activity for a long time. debriefing for PIK R managers. Apart from that, the cadre so far has always been natural with 3,053 registered participants as active participants and updating information. Overall, in the province of West Java, PIK R should have reached more than 5.00 PIK R, but in this condition, many PIK R has arisen and drowned in the community because the existence of PIK R is influenced by the development of adolescents themselves. Moreover, the existence of PIK R itself is in the school environment.

The aim and outcome of this training are to prepare PIK-R as a forum for youth who can help reduce the number of early marriages through appropriate programs and management of PIK-R among youth.

THEORETICAL REVIEW

Training

According to Simamora (Nurhayati & Atmaja, 2021) training is an activity that has been carefully prepared by company managers to increase skills, knowledge, increasing experience, and being able to change the mindset of employees. Furthermore, according to Mustofa Kamil (2012) training is an activation process that is carried out intentionally, planned, systematically, and has direction and purpose.

The objectives of the training according to Harsuko Riniwati (Wahyu & Rukanda, 2022) are 1) Can reduce employee constraints that are not following the workplace; 2) As one of the improvements of employee capabilities following technological developments; 3) Fewer obstacles, and 4) Increasing the ability of employees' self-quality. The main purpose of training according to Cole (Ramadhani & Ardias, 2020) is to obtain and improve the competence, knowledge, skills, and attitudes of workers who are directly related to work.

Youth Information and Counseling Center (PIK R)

PIK R (Hidayah & Indarjo, 2016) is a forum for PKBR program activities that are managed from, by, and for adolescents to provide a service in the form of information and counseling regarding a family life plan and provide other supporting activities. Furthermore, the definition of PIK R according to (Wilna, Suryamen, & Akbar, 2017, p. 126) is a place that provides various activity programs for adolescents intending to be able to provide an information and counseling services about planning family life for adolescents under the auspices of the community empowerment agency.

PIK-R according to Arum Dwi Anjani and Beril Triana (2021) has a role to transmit information to adolescents, especially information about reproductive health in the adolescent environment. PIK R in management has a limitation or scope of material conveyed, which is related to PIK R learning. The general purpose of PIK Youth according to Kasim Saleh and Henry Agusta Pray (2020) is to convey KBR information, provide skills, and conduct PKBR counseling and referrals. In addition, various other activities can be developed that can show uniqueness and interests and are by the needs of teenagers to achieve adolescent resilience, achieve family resilience and create a happy and prosperous small family.

Family Planning Extension (PKB)

Family Planning Extension (PKB) is the spearhead of family planning management in the field. According to the BKKBN (Fatchiya et al., 2021), family planning instructors are defined as civil servants who meet certain qualifications and competency standards and are given the task, responsibility, authority, and full rights to be able to carry out counseling activities, services,

mobilization and development of population, family planning and development programs. family.

Based on the opinion of Anna Fatchiya et al., (2021) Family planning counseling in Indonesia, which is the responsibility of the government, plays an important role in providing family planning information and services to the poor. Dissemination of information can use media in the form of direct campaigns or through other mass media, and from medical officers such as village midwives or doctors, and family planning cadres in each village.

METHODS

The research method used is a qualitative method with a qualitative descriptive approach, so the data generated can be in the form of written or spoken words from the sources studied in the study. Based on Sugiyono's opinion (2018), the qualitative research method is a method that refers to the post-positivism philosophy of observing natural objects as opposed to experimentation, in qualitative research the researcher becomes the main or key actor of research where researchers are more active from the beginning to the end of research activities. The data collection technique was carried out by triangulation or combination using qualitative or inductive data analysis and emphasizing generalization results using data collection techniques in the form of interviews and observations.

Furthermore, the sample is carried out purposively, according to Sugiyono (2018), namely the selection of samples based on certain considerations and goals. So the sample was chosen randomly because the committee as the executor of the activity knows how the role of family planning instructors in managing PIK R in each region in West Java is, while the participants are selected because the participants are Family Planning Extension Officers (PKB) so that this training will be useful for participants. training as a provision in socializing family planning at PIK R. The sample of this study consisted of one PIK R management training committee and 3 training participants or family planning instructors. With the selection of the sample above, it is hoped that it can improve the management of the PIK R forum or institution so that it can continue to socialize the family planning movement as a whole.

The research location was carried out at the BKKBN Representative for West Java Province, Jalan Surapati No. 122, Cihaur Geulis, Cibeunying Kaler District, Bandung City.

RESULTS AND DISCUSSION

Results

Based on the results of interviews with resource persons regarding efforts to improve the management of PIK R through genre program training for family planning instructors, it is described as follows:

The first respondent as the training committee with the initials RM said that the initial preparation for the training was generally carried out at the beginning of the year. After the definitive activity ceiling and budget fell, we started the activity by drawing up an allocation of a training schedule for one year. Usually, training that has a high level of urgency will be prioritized at the beginning of the year. For example, the field of research and development gets an allocation to hold 100 batches of training, then we will allocate those 100 batches in what week and month. Including the Technical Training for the Management of the Generation Planned Program, we also agree on what month it will be held. The next stage is to conduct curriculum development meetings, learning materials, and media, to ensure that each training

that will be conducted has available learning tools, such as reading materials, presentation materials, evaluation materials, and so on. One month before the implementation of the training, a meeting will be held to prepare for the implementation of the training, to ensure that all those related to the implementation of the training are ready by the standards of the implementation of the training.

Furthermore, regarding the contents of the technical training on genre program management, in detail, it can be seen later in the curriculum, that this training has outputs after participating in the training participants can facilitate Genre program services in their respective target areas. So that participants are provided with material on the substance of the genre program, material on the mechanism for managing the genre program, as well as best practices for organizing genre programs as a source of inspiration for participants.

Then RM also explained how the evaluation was carried out on the participants, namely the evaluation of the participants was carried out by looking at the indicators of knowledge, attitudes, and skills. Knowledge of which is measured through a post-test. Attitudes were assessed by the widyaiswara or facilitators through observations of class participants, such as the discipline and involvement of participants in participating in various learning activities. Skills are measured through participant observation in practical activities, such as extension practices, as well as participants' skills in reporting on the results of field practice. In addition to the committee participants, an evaluation was also carried out to improve training activities in the next wave, according to RM that one of the things that determine the success of the training is the reliability of the organizing team and its facilitators. So that in this training they also do not escape the evaluation. Evaluation is carried out through assessments given by the participants. Then an assessment or evaluation is carried out by the Research and Development Sector Quality Assurance Committee.

Furthermore, RM's response also stated about the participation of participants, namely the participation of the training participants was very good, I as the training coordinator and the material supervisor observed the class situation. From the beginning, the participants have still seen gathering and sitting with friends from their respective districts/cities. However, after the Group Dynamics Session, participants seemed to blend in and were not awkward with their new friends.

In the next material session, I saw that participants were also active in expressing their opinions, asking questions, and being involved in group discussions/assignments. Participation of participants as expected is shown during the learning process, the group assignment process, and the field study assignment process. Everyone participates and is involved in the division of their respective duties. This can also be seen from the results of the assessment of participant behavior in the evaluation formula, where the average value is very good in the range of 80 – 90 points.

For the benefit of the training, RM said that the results of all participants passed. This means that in terms of competence, participants have been declared competent to manage the Generation Planning Program in their respective regions. All that remains is monitoring and consistent coaching from various stakeholders to ensure alumni implement the various skills that have been acquired during the training.

Respondent RM said that the PIK R management extension strategy after attending this training Before the training they did counseling with old materials that had not been updated, after the

training used materials that had been updated. Previously the counseling was only oral, now it is provided with presentation materials, films, and case questions for discussion or role-playing so that the counseling is more varied. Meanwhile, in terms of understanding and knowledge of PIK management, R respondents stated that the participants' initial understanding must have been possessed because they as family planning instructors were already equipped with knowledge about Youth PIK during basic training as family planning instructors. They have also practiced managing Youth PIK. It's just that their initial knowledge and experience need to be combined with the latest techniques and policies. So that after participating in this training, they are more visible to improve their performance. But in principle they already have the initial knowledge, it's just not optimal. The proof is the comparison between pre-test and post-test as an indicator of assessing initial and final knowledge.

The researcher continued to ask questions about obstacles during training and obstacles in applying the results of the training, RM answered some of the material in the module using academic and medical terms, so it was necessary to pay attention to the teachers/resources to explain more thoroughly. For example the concept of reproductive health, anemia, communication theory, and so on. The location of the field practice is quite far so it takes quite a long time and is quite tiring. And there was a resource person who was suddenly unable to attend because of illness, so he had to be replaced with another. As for the application in the field, 1) Some participants are not familiar with using Extension media in the form of power points and videos. Need special assistance so that they can use it in the field; 2) Low participant motivation can be an obstacle, meaning that even though the participants are competent, if they are lazy in the field, their training knowledge will also be in vain; and 3) It needs continuous support and guidance from the District/City KB Office, from the District KB UPT to the training participants so that they are willing to apply their knowledge well.

Finally, regarding support during the training, the Research and Development Division submitted a follow-up letter to the district/city OPD KB, which conveyed the results of the training, what abilities the training participants had, and asked the District/City KB OPD to empower, facilitate, and involve participants. training on Genre Program Development in each District/City.

The second respondent with the initials HF explained the contents of the training, namely that "About the management of BKR and Youth PIK, about meeting materials in the Genre Program, such as effective communication, risky behavior, adolescent health, and comparative studies to see BKR groups that are already good in the area. canning, where we can imitate the strategies and activities that have been carried out. Furthermore, for evaluation after training. Evaluation is carried out by answering pre-test and post-test questions and evaluating field practice reports that we have compiled.

Furthermore, the HF respondent said regarding participation that I felt the class was quite dynamic and all participants were given an explanation to temporarily leave their positions and ranks, and sit together as participants in the training. The rights and obligations are also the same so that the class atmosphere is familiar, and learning activities are also comfortable. Each teacher gives an assignment, the participants are also actively following the instructions given. The benefits after following this are Alhamdulillah, there is a lot of knowledge given by the speakers and other participants. I am grateful that I was able to participate in this training so that I can be more confident in developing the Genre Program in my work area. In addition, I will also make a PIK R management strategy by bringing together BKR administrators and

cadres as well as Youth PIK administrators for consolidation, evaluation, and making a clear work plan, so that the programs compiled are more attractive and useful for their members.

The obstacle that HF respondents felt was that sometimes they felt sleepy while listening to the material so they didn't focus and sometimes air-conditioned classes made the body feel unwell. However, there is the support that is obtained, especially when I will apply the results of the training, namely 1) The trust given by the Head of UPT KB and cadres and administrators of Youth PIK is support that increases my enthusiasm for fostering Youth PIK. They actively mobilize their members to attend meetings, so I just have to prepare the appropriate materials; and 2) Material support such as consumption is also provided from the RW Cash, the village, and donors.

In addition, support was also obtained from government agencies starting from the Head of the UPT KB at the sub-district level, village government, and youth religious leaders, as well as from the care and management of PIK Youth who are always enthusiastic about supporting the Generation Planning Program.

The third respondent with the initials WK as a training participant explained that the training contained atmosphere development, family planning program policies, management of the BKR and Youth PIK groups, drug prevention, effective communication, the role of parents in fostering adolescents, family readiness, developmental tasks, and family functions, healthy family care, risky behavior, dangerous actions, adolescent health, and follow-up plans. The evaluation of the training is carried out by filling out the pre-test and post-test and extension practices in the extension simulation session in the classroom. Furthermore, the WK participants answered that the participation of the training participants was good, the participants always arrived on time in class and followed the material according to the schedule with the facilitator using the strategy of changing partners in group discussions so that we made lots of new friends and got to know all participants. There is no feeling of shame or awkwardness.

WK respondents also explained how the benefits of the training were very useful, both in terms of the material provided was very abundant and clear, then sharing from other participants we also got ideas that we could adopt, we were also provided with modules, power points and films that we can use for counseling. The strategy I will use is that I will arrange a meeting schedule for the Youth PIK group in Counseling using the materials I have received in training, Involving potential partners such as doctors, and youth leaders to join together in conducting Counseling and Using simulation/roleplay so that more interesting when counseling.

The obstacle presented by the WK respondents was that the food menu was not appropriate, for example, it was too spicy, so during the training, I felt sick to my stomach, and from a material perspective, there were no problems. However, I received support, namely providing the materials needed for counseling and we can still have post-training consultations with training resource persons. In addition, when I will apply for the training, I will receive support from resource persons, who want to return calls or WA for consultations related to Genre Program activities, from fellow trainees who are members of the WA group, mutual support and consultation on the progress of PIKR and BKR management as well as from UPT KB and colleagues in the area are tasked with finding solutions together that I face in managing PIK Teenagers. For example, if you need LCD support for Counseling, many help prepare.

The last respondent from the training participants with the initials LS explained that the training contained atmosphere development, family planning program policies, management of the BKR and PIK Youth groups, drug prevention, effective communication, the role of parents in fostering adolescents, family readiness, developmental tasks, and family functions, healthy family care, risky behavior, dangerous actions, adolescent health, and follow-up plans. The evaluation of the training is carried out by filling out the pre-test and post-test and extension practices in the extension simulation session in the classroom. The evaluation was carried out through the pre-test and post-test scores carried out by the participants and assessed their activeness, discipline, and active participation in the class. In training participant participation, training participants participate in every activity, for example listening to the material, participating in asking or answering the facilitator's questions, and participating in class discussions in an orderly manner.

The benefits of the training according to the LS are that we get new knowledge and skills about the Generation Planning Program, we get a good network of facilitators and fellow participants, and also get inspiration from the location of field practice, and we go home with modules, materials, and videos for counseling. As well as obtaining a strategy, namely Counseling will be more systematic and more interesting. Systematic means according to the order of the material that I received during the training, then gradually according to the time and conditions of the participants. More interesting means, using various methods and media, such as watching movies, games, or simulations so that participants don't get bored listening to our lectures. The obstacle during the training was that sometimes there was a feeling of drowsiness when the presenters gave too many lectures and sometimes felt that some of the speakers were too quick to explain. However, we have received support starting from providing a Guidebook for the Management of Youth PIK and Counseling Materials, providing opportunities to become resource persons in coaching activities for family planning cadres and extension workers at the Bandung City Level and DPPKB Bandung City helping to advocate for sub-districts and sub-districts to propose budgets for operations.

Discussion

Based on the results of research on efforts to improve the management of PIK-R through genre program training for family planning instructors, it can be concluded that there has been an increase in the knowledge and understanding of training participants or Family Planning Counselors (PKB) regarding management and strategies in counseling for PIK-R or adolescents in general. So the training carried out can provide benefits for participants, this is in line with the main goal of training according to Cole (Ramadhani & Ardias, 2020) which is to gain and improve the competencies, knowledge, skills, and attitudes of workers who are directly related to work. In addition, the participants said that the participants had strategies to improve and/or improve services and counseling for youth after attending this training. This training was designed to update information for PIK R managers in the field. In the opinion of Mustofa Kamil (2012) training is an activation process that is carried out intentionally, planned, systematically, and has direction and purpose.

The participants of the training or PKB as a major milestone in the field when conducting outreach to the community, especially youth in West Java, will continue to improve and apply the results of this management training. In the opinion of Anna Fatchiya et al., (2021) Family planning counseling in Indonesia, which is the responsibility of the government, plays an important role in providing family planning information and services to the poor. Dissemination of information can use the media in the form of direct campaigns or through other mass media, from medical officers such as village midwives or doctors, and family

planning cadres in each village. Then the success or achievement of the goals of PIK R will be carried out properly if the PKB carries out its duties properly and has the ability and understanding to support it.

Training participants will continue to be fostered so that the BKKBN can apply the results of the training at PIK R so that the goals of PIK R can be realized. The general purpose of Youth PIK according to Kasim Saleh and Henry Agusta Pray (2020) is to convey KBR information, provide skills, and conduct PKBR counseling and referrals. Apart from that, various other activities can be developed that can show the uniqueness and interests and are following the needs of the youth to achieve adolescent resilience so that a strong family can be achieved and the realization of a happy and prosperous small family.

In addition to the development of understanding and knowledge, participants also said that they received various supports from all walks of life so that they could continue to provide information and counseling for adolescents, especially in West Java. As a PKB field officer, he is very enthusiastic to continue to provide counseling to teenagers through a forum, namely PIK R, and achieve the goals of the formation of PIK R. PIK R according to (Wilna, Suryamen, & Akbar, 2017, p. 126) is a place that provides various program activities for adolescents intending to provide information and counseling services on family life planning for adolescents under the auspices of the Community Empowerment Agency, Women and Family Planning (BPMPKB).

CONCLUSION

Based on the results and discussion on efforts to improve the management of PIK R through genre program training for family planning instructors, it can be concluded that training can improve the ability and understanding of family planning instructors to be able to update information management, services, and counseling for adolescents in West Java, especially PIK R. In addition, family planning instructors have a lot of support from various circles to be able to create teenagers who have plans for family life and will be ready to build a happy and prosperous family.

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