



The Impact of Non-Formal Education in Community Development: A Case Study in Pati, Indonesia

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Non-formal education, which functions as a complement, substitute and enhancer, is crucial in building a community for the better. This includes development through community empowerment programs or training to improve human and natural resources or local potential in a community. This study aims to describe the role of non-formal education in the Pati Regency, as well as the supporting factors and the inhibiting factors in its implementation. This study used a qualitative descriptive approach accompanied by a Forum Group Discussion (FGD). The research subjects were the Head of Nonformal Education (PAUD, Equality and Community Education), Head of the District Education and Culture Department, SKB (Learning Activity Studio), PKBM (Community Learning Activity Center), and LKP (Course and Training Institute). Data collection was completed by observation to see firsthand the conditions in the field, documentation to obtain documentative data, and interviews or with meeting the actors or stakeholders. The method of data analysis was undertaken by collecting data in the field, reducing data to select information or data to be used, presenting data in sequence, and drawing conclusions or verification. This research finds the existence of a superior non-formal education program in each sub-district in the Pati District. This study concludes that non-formal education plays a major role in improving community development related to education (school) and equality and providing skills to improve the economy of the people in the Pati Regency.

Keywords: *non-formal education, institutions, community development*



INTRODUCTION

The success of education is not only determined by the process of education in schools and the availability of facilities and infrastructure but it is also determined by the role of the family and society (Siti Fatimah Kadir, 2013; Subianto, 2013). Education is one parameter to see the level of the economy in a country. Education is the most strategic element for the development of a nation (Shofwan & Kuntoro, 2014). Education makes people more advanced in thinking about their lives; with education, someone will obtain knowledge, skills and attitudes that make life more empowered in society. The definition of education itself is contained in the UUSPN No. 20 of 2003, as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. This is also in line with the introduction to the research article which states that education is very important in developing the life of the nation and state (Mahanani, 2018). Based on this, it can be concluded that increasing human resources in Indonesia is indeed very necessary.

The education pathway is divided into three categories: formal education, non-formal education and informal education. The formal education must accept education and use it in a useful way for teaching and influencing to achieve the social function active insertion of the human subject (Moldovan & Bocoş-Binţinţan, 2015). Relating to non-formal education, it is held for citizens who need educational services that function as substitutes, enhancers, and/or complementary formal education to support lifelong education. The implementation of non-formal education (PNF) is an effort to support the expansion of access and improvement in the quality of education services for the community. The concept of non-formal education emerged amid the dynamic history of education in Indonesia. The conceptual origin of formal and non-formal education could be traced back to social classes during the traditional era and colonialism. During the Colonial period, formal education was not meant for the native. Education for all was naturally non-formal (Purwanti & Widiastuti, 2015).

The types of services and learning units are very diverse, which include: life skills education; early childhood education; equality education, such as Kejar Paket, an equivalent to Elementary School (SD); Pursuing Package B, equivalent to Junior High School (SMP); and Pursuit of Package C, equivalent to Senior High School (SMA); literacy education; education for women's empowerment; skills education and job training (courses, internships, business study groups); as well as other education offerings aimed at developing students' abilities (Aprilia & Rachmawati, 2013).

The facts in the field relating to non-formal education programs need to be explored further through research to determine which programs are currently running or implemented well and are on target. Accordingly, it is necessary to complete an analysis of needs to be studied more deeply to obtain data and information. Furthermore, it is also to determine whether non-formal education programs are right on target and identify their usefulness or role to the community. Non-formal education



activities focus more on training to develop the community's skills. The more people that have skills in their lives, the better the economy can be and ultimately, the better the welfare of people's lives (Prasetya, 2011). As for the community in Indonesia, it can be categorised as, among others, urban communities, rural communities, communities in the mountains and coastal communities, and so on.

Human resources are very much needed in the framework of national development. Therefore, it is important for us to be able to maximise the existing human resources. As stated in Sudarsana (2016b), essentially, human development is highly necessary in life so that people can optimise the various potentials possessed by themselves and their environment. One researcher has also proven that there is an influence between character building through value-based education in non-formal education (Prasetyo, 2009). One way this can be used is through education. There are various channels or types of education as stated above. One of them is non-formal education.

Development that occurs in rural areas will impact on the success of the overall national development (Sumodiningrat, 2007). The goals to be achieved are improving the welfare of rural communities based on their natural resource capacity and potential (SDA) through improving the quality of life, skills and initiatives of the community with the presence of human resources (HR). The process of rural development further reduces dependence on the role of the government, because rural communities are increasingly empowered and creative in developing innovation (Badri, 2016). The process of improving the condition of the village community towards enhancing their welfare is carried out continuously according to the characteristics and needs of the village community by involving all stakeholders, such as the community, change agents, and the government (Endriatmo Soetarto, 2013).

Marked economic and social inequalities can cause many serious problems. Such inequality can hinder peoples' life chances, lead to social segregation and dislocation, spur instability and unrest, and dampen productivity (Zhang, Qin, & Liu, 2019; Puspitawati, 2013). This is the reason for the need of calculations and analysis of community development through a development process that provides a focus of attention to the dimensions of humans and their communities, and it seems quite relevant to identify social resources. Thus, not all social institutions in the community are seen as obstacles to change, some of which can be utilised as development resources. In line with this statement, in many ways, community development can be seen as a form of joint activity to meet common goals among its citizens (Soetomo, 2010; Zubaedi, 2016).

The development process becomes the most important part as a determinant of the success of national development. National development is essentially a whole human development, namely the development of a whole Indonesian human being that is directed at achieving progress and human power as agents of development. The core of the development goal is to create a prosperous society, both individually and socially (Miradj & Sumarno, 2014). The basic capital of development is quality human resources. Human quality in development is shown to be a success of the



development itself. The participation of all components of the nation greatly influences the success of development, both in rural and urban development.

Community development, in essence, is building a community through sustainable physical and non-physical fields. Sustainability, arguably, is one of the strongest principles of modern life. From an environmental point of view, society is increasingly adding value to sustainable technology, processes and products (Vivoda & Kemp, 2019). This relates to the physical field regarding the construction of facilities and infrastructure, such as highways, and so on. Whereas, it is related to the non-physical fields in the form of education, health, and economy for a better life. In carrying out community development, it is necessary to prioritise efforts, namely in the fields of education and the economy in improving people's welfare. The relationship of investment in human resources (education) with economic growth are two links. However, growth will not be able to flourish properly — even if the improvement in the quality of education or the quality of human resources is carried out — if there are no clear programs on improving the quality of education and the economy (Sudarsana, 2016a). If education can be delivered well, especially non-formal education, then it is possible that the community will be able to improve the economy and the welfare of society through non-formal education programs.

This research is to study the impact of non-formal education in community development in the Pati District in the Central Java Province in the hope that this research will be used as a reference for the government or the local education office in considering the provision of grants for non-formal education institutions. Concerning non-formal education programs, the aim is to provide services to the community to improve their abilities or life skills to improve the economy so that they can prosper the community. The output of this study is to be used as a basis in determining government policies related to non-formal education that will come.

METHOD

This study uses a qualitative research approach aimed at describing and analysing phenomena, events, social activities, beliefs, perceptions, and thoughts of individuals, individually or in groups. Qualitative research is suitable for a research problem that researchers do not know the variables and which require exploration (Arikunto, 2006; Siyoto & Sodik, 2015). Qualitative research techniques were used to obtain information in more depth, including using field observation techniques to find out the phenomena that occur in the community, and documentation techniques to support the observation techniques in gathering the information needed. This was completed by taking a sample of eight sub-district cultural education offices, which were used as samples, from the Learning Activity Studio (SKB), Course Training Institute (LPK) and the Community Learning Activity Center (PKBM). A qualitative descriptive format aims to describe and summarise various conditions, situations, or phenomena of social reality that exist in society and that are the object of the research. In addition, it seeks to draw reality to the surface as a characteristic, character, traits, models, signs or descriptions of certain conditions, situations, or phenomena (Sumantri, 2015). As



for the instruments or research tools, this consisted of the researchers themselves (human instruments), which serve to determine the focus of research, choose informants as sources of data, conduct data collection, assess the quality of data, interpret data and make conclusions on its findings. After the observation technique is carried out, the researcher collects stakeholders and supervising heads in each sub-district to come to the education office to conduct a group discussion (FGD) activity, which is attended by heads of non-formal education offices as policymakers in determining upcoming non-formal education.

RESULT AND DISCUSSION

The Pati Regency is located on the northern coast of the Java island and in the eastern part of the Central Java Province. Administratively, the Pati Regency has an area of 150,368 hectares which consists of 21 sub-districts, 401 villages, five sub-districts, 1,106 hamlets and 1,474 RW and 7,524 RT. In terms of its location, the Pati Regency is a strategic area in the field of the socio-cultural economy and has the potential of natural resources and human resources that can be developed in all aspects of people's lives, such as agriculture, livestock, fisheries, industry, mining or excavation and tourism. The district's main potential is in the agricultural sector; the potential for agriculture is quite large including food crops, plantations, forestry, livestock and fisheries. The natural conditions, geographical location and historical heritage hold potential for the development of tourism in the Pati District, such as the Gunungrowo Reservoir, Gembong Reservoir, Pancur Goa and others. The boundary of the northern region is restricted to the regions of Jepara and the Java Sea. The west side is restricted to the area of the Kudus Regency and the Jepara Regency. The south is bordered by the Grobogan Regency and the Blora Regency. The east is bordered by the Rembang Regency and the Java Sea (Figure. 1).

Non-formal education is education with learning that is different from formal education. Non-formal learning takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups, such as in youth organisations, trades unions and political parties (Pilz & Wilmshöfer, 2015). Besides, a variety of teaching challenges exists in a non-formal education setting that is generally not found in informal educational settings. For example, the time provided for teaching is short; participation is generally voluntary; there is often a wide variety of abilities and ages among learners; there are often regular distractions, such as noise and interruptions, in non-formal settings, particularly in outdoor and public settings; and educational personnel are often hired to teach for their content expertise and may have little systematic teacher training (Taylor, 2008).

The government in the era of reform and regional autonomy is positioned as a facilitator or party that accelerates and expedites the process so that the community can fulfil their basic needs and improve the quality of their lives (Burhanuddin, 2018). The implementation of non-formal education programs in the field is carried out flexibly and elasticity, meaning that it is not as rigid as



formal education. Non-formal education programs and processes anticipate and welcome diversity and the invariable changes that occur in all elements of the teaching-learning exchange. They make room for originality and accommodate differences by using adaptation, tolerance, and flexibility (Norland, 2005). Priority program activities carried out by the Pati District Education Office, which includes non-formal education, includes: (1) PAUD programs, among others: PAUD implementation, addition of PAUD classrooms, addition of play facilities and infrastructure, procurement of practice tools and student displays, education workforce competency training, PAUD development, publication and socialisation of ECD; (2) provision of non-formal education operational assistance; (3) institutional course education; (4) development of literacy education; (5) development of life skills education; (6) provision of non-formal education facilities and infrastructure; (7) development of non-formal education data and information; and (8) development of non-formal education certification.

Based on the results of the study, relating to the impact of the role of non-formal education programs in the Pati District, it has an impact on the community relating to a non-formal preschool education or ECD, and equality education that serves people who cannot attend formal education such as elementary, junior high, and high school. The point of non-formal education is to improve the quality of human resources from pre-school to old age for education organised by the Pati District Government. Besides that, it provides life skills and improves the economy of the community. In connection with non-formal education programs in the Pati Regency can be explained in Table 1 as follows.

Following Table 1, it can be explained that each sub-district implements non-formal education programs for early childhood, non-formal education for equality education, and skills or life skills education to support the work or economy of the community. As for every sub-district in carrying out non-formal education programs, not all are uniform. This is because non-formal education is conducted or carried out based on needs in each of the different sub-districts. After the implementation of non-formal education programs was carried out in each sub-district, it had a direct impact on the community relating to the improvement of education, skills and the economy in people's lives. Hasil ini semakin memperkuat hasil penelitian mengenai pendidikan anak usia dini sebagai pendidikan non formal (Cahyaningrum, Cholimah, & Christiani, 2014; Kurikulum & NASIONAL, 2007).

The results of research conducted by Heningtyas (2014) also show that non-formal education is always considered by the government. This is evident from the results of the study which raised the 'English village' as a non-formal education. Based on this, it can be concluded that the development of non-formal education is strongly influenced by government support, apart from teachers and students. With the government's support for the program, the 'English village' is more easily recognised and can develop well.



The impact is the influence experienced by students after obtaining non-formal education, in addition to the impact on the community before and after the existence of non-formal education programs. This study discusses the impact of non-formal education programs in Pati. It includes dropping out children who can receive education through formal pathways; many pre-school ages are served by PAUD programs. Those who have not received formal education can utilise non-formal channels, including equality education. The community is helped and enabled to create an independent business, and the community can develop or obtain skills that are useful to meet the needs, help sustain the family economy and be useful for the future.

Non-formal education programs are designed based on the pathways, units, types and scope of non-formal education. Non-formal education is a pathway outside of formal education which can be carried out in a structured and tiered manner. Several programs are organised by each sub-district in the Pati Regency for its development. Almost all non-formal education programs held went well, only there were one or two programs that did not work well because they experienced a barrier from both within and outside the institution.

Collecting this data using observations and questionnaires conducted in the FGD, obtained information relating to the obstacles that occur in the field. Barriers are things that can hinder the smooth implementation of an activity. This study discusses the barriers to the implementation of non-formal education in the Pati District, including system, implementing and community factors. System factors comprise the complexity of the administration and no program socialisation. Implementing factors include many PAUD teachers are not yet competent; lack of socialisation and training for tutors and organisers; officers are unable to overcome the culture already existed; the program manager did not meet the needs; and not all of the officials had relevant educational Bachelor qualifications. Community factors concerned that they still felt prestige and embarrassment to continue their education inequality; the distance of residence was far away; and the level of awareness of most people was still low in terms of world education. Almost all of the District Education and Culture Disdikbud barriers are felt to be the same as those felt by other District Disdikbud.

Based on Table 2, it is evident that eight out of ten districts have cross-sectoral coordination barriers regarding factor systems. Meanwhile, there were obstacles in terms of the complication of administration and in management improvement. This can occur because of a lack of good coordination and communication between districts, preventing the system from functioning as it should. Barriers to administrative complications can occur due to a poor competence of staff resulting in a variety of administrative complications. Meanwhile, improving management can also be a barrier because of a lack of funds for self-improvement, preventing officials in non-formal institutions from being able to improve themselves for the interests of the institution. As a result, this has become a barrier in the development of non-formal institutions.



Barriers to human resources within the institution indicate that eight out of ten districts have less competent staff. In addition, one of them is due to the selection of tutors who do not meet the qualifications they should and another because of the lack of training or workshops for teachers. This can occur because of inaccurate staff selection, so that those who are elected are less able to carry out their responsibilities. In addition, there can be a weakness in staff who are less competent because they are rarely monitored and evaluated, consequently working less than optimally. Such conditions can also occur because they rarely obtain good qualified staff training or there is a lack of self-competency improvement activities. This can result in the lack of competence of staff in non-formal institutions.

One of the obstacles that occurs in the community factor is because of the distance of residence. This distance becomes an obstacle as it makes them reluctant to attend education offerings. They will prefer to remain at home because they have not yet realised the importance of education. In addition, there are also obstacles in terms of local culture. This culture is related to habits that have occurred in the community, been passed down from generation to generation and are followed by all members of the community. Meanwhile, two out of ten districts experience obstacles in terms of low education awareness. This is a factor that can occur because the community in general has not yet realised the importance of education in their lives, especially non-formal education. As many as three out of ten obstacles in the field of society occur regarding the shame of equality education. In general, people feel ashamed if they follow equality education. They feel different from other friends. Another obstacle occurred because the community did not know about the Joint Decree. Further, another obstacle in the community factor is that only a few people need this non-formal education. The final obstacle in this sector is the existence of a weak economic community, meaning that they are busier making a living than obtaining schooling.

Other barriers that occur regard funds or the financial sources of activities. This happened in six out of ten districts. Based on this, it can be found that financial resources are very important for the running of non-formal education in various institutions. Another obstacle is the government funding. After that, the district has given up on the situation and non-formal education is less able to develop. A further obstacle is the non-formal education offering that is not in accordance with the needs of the community, meaning they become reluctant to receive non-formal education. They feel they have no interest in going to school. The final obstacle is talking about instructor facilities, funds and school managers that need to be increased.

Various obstacles or constraints that exist in the field are related to bureaucratic system factors and include cross-sectoral coordination, the complexity of administration, and improvement of management due to frequent changes in personnel. Furthermore, in relation to human resources (HR), the staff are less competent and there is a lack of training carried out. Engaging with the community includes awareness of the low interest in education and the shame of the equality school. In addition, issues around a lack of funding and insufficient facilities. So that non-formal education can run well, what is needed is training for tutors and organisers, the procurement of



books and infrastructure, analysis of community and organisational institution needs, aid funds, official cooperation, and program socialisation from the centre to the regions quickly.

CONCLUSION

Based on the results of the research on the role of non-formal education in the Pati District, it can be concluded that the implementation of non-formal education programs conducted by PKBM (Community Learning Activity Centres), SKB (Community Learning Activity Groups) and LPK (Training and Course Institutions) have been done quite well and also received attention by the government. Several non-formal education programs are made excellent in each sub-district, ranging from pre-school to old age for education as a substitute for formal education for people who cannot afford formal schooling. Besides, there are training courses that provide skills to the community (life skills), so that it has an impact on improving the economy of the community.

The connection with the impact of the implementation of non-formal education in the Pati Regency includes out of school children can receive education such as a formal pathway; many pre-school ages are served by PAUD programs; those who have not received formal education can obtain non-formal education, including equality education; and it assists communities to create an independent business. Thus, the community can develop or obtain skills that are useful to meet needs, help sustain the family economy and be useful for the future.

As for the obstacles in the implementation of non-formal education programs in the Pati Regency, this includes the complexity of the administration and no program socialisation; many PAUD teachers are not yet competent; lack of socialisation and training for tutors and organisers; officers are unable to cope with existing cultures; programs that are managed are not yet fulfilling needs; not all tutors have relevant education Bachelor qualifications; the community still feels prestige and embarrassment to continue their education inequality; the distance of residence is far away; and the level of awareness of most people is still low in the world of education. Engaging with the obstacles of the problem, almost all of the District Education and Culture Disdikbuds are perceived to be the same as those felt by other District Education and Culture Departments.

ACKNOWLEDGEMENT

We express our deepest gratitude to the Institute for Research and Community Service of Universitas Negeri Semarang for this research grant. We also want to appreciate the Pati City Education Office, especially the Non-formal Education Sector and Non-formal Education Institutions in Pati City, which have helped researchers from the beginning to completion.



Figure 1. District map of Pati, Central Java

Table 1. Sub-District Samples that Carry Out Non-Formal Education Programs

No	District / Village / Institution	Non-formal Education Program	Featured Program	Program Impact (Increased)
1.	Tambakromo	Kesetaraan (kejar paket C), Kursus, PAUD, TBM	Kesetaraan	human resources
2.	Tlogowungu	PAUD, kesetaraan	Kesetaraan	economic growth
3.	Dukusekti	PAUD, Kesetaraan, Keaksaraan dan Pelatihan	Kesetaraan	education and economic growth
4.	Cluwak	PAUD, Paket A, B, C, Kursus, TBM, PKH, PKW, Kesenian	Kesetaraan , PKW	human resources, education and economic growth
5.	Margoyoso	PAUD, Kesetaraan B, C, TBM, PKW, PKH, Vokasi, Kursus	Kesetaraan , PKW	education
6.	Kayen	PAUD, Kesetaraan	Kesetaraan	education
7.	Batangan	PAUD, Kesetaraan,	Kesetaraan	economic growth

		Keaksaraan, PKW		
8.	Sanggar Kegiatan Belajar (SKB)	PAUD, Kesetaraan, TBM, Kursus, PKH, PKW	Kesetaraan	life skills
9.	Lembaga Pelatihan Kursus (LPK)	Kursus menjahit, kursus komputer, kursus bahasa inggris	Kursus komputer	life skills
10.	Pusat Kegiatan Belajar Masyarakat (PKBM)	PAUD, Program kesetaraan, PKH, TBM	Kesetaraan	human resources, education and economic growth

Note:

PAUD: Early Childhood Education

PKW: Entrepreneurial skills education

PKH: Life Skills Education

TBM: community learning park

PKBM: Community Learning Activity Center

SKB: Learning Activity Studio

LPK: Course Training Institute

Table 2. Barriers to Implementation of Non-Formal Education Programs

No.	District / Village / Institution	Obstacles			
		Factor system (bureaucracy)	Implementing factor (SDM)	Community factors	Others
1.	Tambakromo	Complicated administration	Lack of tutor training	distance of residence	Government funding
2.	Tlogowungu	Cross-sectoral coordination	The staff is less competent	Local culture	Give up
3.	Dukuhseti	Cross-sectoral coordination	The staff is less competent	Low education awareness	Funding
4.	Cluwak	Cross-sectoral coordination	The staff is less competent	Low education awareness	Funding
5.	Margoyoso	Cross-sectoral coordination	The staff is less competent	Shame on equality education	Funding
6.	Kayen	Cross-sectoral coordination	The staff is less competent	Shame on equality education	Funding



7.	Batangan	Cross-sectoral coordination	The staff is less competent	Shame on equality education	Funding
8.	Sanggar Kegiatan Belajar	Management improvement	“Pamong” does not match the qualifications	People don't know about SKB	Funding
9.	Lembaga Pelatihan Kursus	Cross-sectoral coordination	The staff is less competent	Few people need it	Not according to community needs
10.	Pusat Kegiatan Belajar Masyarakat	Cross-sectoral coordination	The staff is less competent	Economic society is weak	Infrastructure facilities, funds, managers



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