



## Analysis of Factors Influencing the Success in Implementing Non-Formal Education Programs for MSMEs Actors in Rumah BUMN Samarinda

Mustangin<sup>1\*</sup>, Hepy Tri Winarti<sup>2</sup>, A. Ismail Lukman<sup>3</sup>, Muhammad Fauzan Akbar<sup>4</sup>,  
M. Iqbal<sup>5</sup>

<sup>1,2,3,4,5</sup> Department of Community Education, Universitas Mulawarman

Jl. Kuaro, Gn. Kelua, Kec. Samarinda Ulu, Kota Samarinda, Kalimantan Timur

\*Corresponding author. E-mail: [mustangin1992@gmail.com](mailto:mustangin1992@gmail.com), Telp: +6281272153653

Received: 07 January 2022; Revised: 11 March 2022; Accepted: 05 April 2022

**Abstract:** The implementation of non-formal education programs by non-formal educational institutions must have supporting factors and obstacles that affect the implementation process. This study aimed at revealing what factors affect non-formal education implementation. This is qualitative research with the descriptive method. The approach and method were chosen because it is in accordance with the purpose of the study, i.e. to reveal in detail what factors affected the non-formal education process in Rumah BUMN Samarinda (center for state-owned enterprises in Samarinda). The data were collected using the interview technique by digging data from sources or informants, namely Rumah BUMN Samarinda managers, tutors or educators in Rumah BUMN Samarinda, and learning residents. The data were then analyzed in several steps, i.e. data reduction, data presentation, and conclusion withdrawal. The results of the study proved that the factors that affect the implementation of non-formal education programs in Rumah BUMN Samarinda are the availability of educators or Tutors of BUMN Samarinda, the interest of MSMEs in Rumah BUMN Samarinda, as well as facilities provided by the managers of Rumah BUMN Samarinda to support the learning process.

**Keywords:** program implementation, non-formal education, success influencing factors, MSME

**How to Cite:** Mustangin, Winarti, H.T., Lukman, A.I., et.al. (2022). Analysis of Factors Influencing the Success in Implementing Non-Formal Education Programs for MSMEs Actors in Rumah BUMN Samarinda. *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*, 9(1), 14-25. doi: <https://doi.org/10.21831/jppm.v9i1.47115>



### Introduction

Micro, Small, and Medium Enterprises (MSMEs) are one of the business sectors that contribute to economic growth in Indonesia. Micro, Small, and Medium Enterprises (MSMEs) have a vital role in increasing economic growth in Indonesia (Irmawati, Damelia, & Puspita, 2013). In addition, Aisyah et al., (2014) revealed that MSMEs are able to drive and dominate economic growth in Indonesia. In addition, Rozikin et al., (2019) revealed that the existence of MSMEs cannot be doubted because it is proven to be able to survive and become the economic driving force. Small Micro, Small, and Medium Enterprises (MSMEs) are able to provide economic improvement because Small, Micro,



and Medium Enterprises (MSMEs) can absorb labor. Haryanti (2021) revealed that MSMEs are able to absorb a considerable workforce, contributing to growth as well as economic equality. MSMEs are the backbone of many economies worldwide that provide income and employment generation to a large number of people around the globe (Shafi, Liu, & Ren, 2020). MSMEs constitute an important part of industrial enterprises and provide the largest percentage of employment in most developing as well as developed countries (Khurana, Haleem, & Mannan, 2019). Santoso et al., (2015) stated that MSMEs are an economic driving force because MSMEs help economic well-being through development and growth, and are the main source of jobs for the community. This proves that the Micro, Small, and Medium Enterprises sector contributes in creating the welfare of the community.

MSMEs become vital and require special attention because they make a great contribution, especially labor absorption. Therefore, there needs to be the development of MSMEs to make them able to adapt to existing developments and competition which in turn enable them to continue to survive. The ability of MSMEs in facing the exposure of global competition flows requires serious attention in order to survive for economic stability (Haryanti, 2021). Currently, the development of technology is rapid; hence, MSMEs actors must be able to utilize technology to help develop MSMEs. Mastery of the use of these technological devices is important for MSME players to support the smooth running of their daily business (Hasan, 2020). The use of digital media has the potential to enrich and offer opportunities to learn and do literacy easily. Using digital media allows the target to use, be active, build closeness and encourage the ability to learn so that there are many benefits that can be felt if MSMEs are able to strengthen the digital realm (Hanim, Sopyonyono, & Maryanto, 2021). The rapid development of technology makes business actors also have to be fast to adjust to these changes (Setiawati & Safitri, 2021). However, most MSMEs are still facing constraints in limited information and the ability to access technology resources (Armeliza, Hasanah, & Mulyasari, 2020). It takes efforts to develop the resources of MSME actors in utilizing technology to help develop the MSMEs sector.

Human Resource Development is an effort to develop the ability in terms of knowledge and skills to take a role in various challenges. The development of resources of MSME actors becomes important to provide them with the knowledge and skills that can be used to develop MSMEs themselves. To realize this, a quality society needs to be made to learn to increase its productivity (Safitri, 2020). The development of MSMEs resources can be carried out through education. Education is essentially a way to develop a personality with ability (Triwinarti, 2020). Education is a means to improve the quality of human resources which will then improve the standard of living and welfare of the Indonesian people (Hoesny & Darmayanti, 2021). People who are members of the community will find it easier to operate various sales activities because they are supported by each member in the community (Sujarwo, S., Kusumawardani, E., Trisanti, T., & Santi, 2021). Community support can be obtained through the cultivation of

awareness public (Suharta, R. B., Kusumawardani, E., & Hermawan, 2021). Developing human potential, as well as socialisation, values and skills, must be carried out through educational activities (Sujarwo, S., Tristanti, T., & Kusumawardani, 2022). There are three types of education currently available, i.e. formal education, non-formal education, and informal education (Mustangin, 2018). One of the education that can be an alternative to the development of MSME actors is non-formal education. This is because non-formal education is an education designed in accordance with the needs of its learners or target communities. Therefore, the education programs implemented are designed to suit the needs of the MSMEs actors. In contrast to formal education, non-formal education is more flexible, making it easier for people, especially adults, to get an education (Mustangin, Akbar, & Sari, 2021). Non-formal education seeks to offer learning opportunities that are adaptable and flexible to the specific needs and schedules of learners (Gee, 2015). Non-formal education services are considered very adaptive to the needs of the community (Ariefianto & Hilmi, 2019). Greaves et al., (2019) state that NFE (non-formal education) is defined as any organized educational activity outside the formal education system that specifically addresses the educational needs of learners. Non-formal education is a solution to the educational needs of all communities (Rappe & Wahyuni, 2021). Education in this case is Non-formal Education transformed into alternative education that comes with the concept of society (Lukman, 2021). Non-formal education serves to develop the potential of learners with an emphasis on mastering functional knowledge and skills as well as developing professional attitudes and personalities (Supsiliani, 2019). Non-formal education, in addition to aiming to develop the competence of students at the cognitive level, attitudes, behaviors and practices, is also useful in creating human beings with character and having high emotional intelligence (Muslim & Suci, 2020). Non-formal education as part of the education system has a very important role, namely to create quality human resources, quality education affects progress in various fields, especially the field of skills and independence (Banah, Riyadi, & Singal, 2021). Non-formal education is an appropriate education to increase the capacity of MSME actors based on their learning needs.

In the implementation of non-formal education, the success of the implementation of non-formal education programs is influenced by various factors. The influencing factors can support the implementation of non-formal education programs. However, those factors might also hinder the implementation of the program. Therefore, it is necessary to examine more deeply the factors that affect the implementation of non-formal education programs. The implementation of non-formal education programs for MSMEs in Samarinda City was conducted by Rumah BUMN Samarinda (center for state-owned enterprises in Samarinda). Rumah BUMN Samarinda as a non-formal educational institution is responsible for increasing the capacity of MSME actors, especially in the capacity of digital technology. Rumah BUMN Samarinda is one of the institutions that until now focused on the capacity development of MSME actors. In the implementation of non-formal education, there are influencing factors.

Hence, it is important to describe what factors influence the implementation of non-formal education programs in Rumah BUMN Samarinda.

### **Research Method**

The research related to the analysis of factors influencing the non-formal education process in Rumah BUMN Samarinda was carried out by using a qualitative research approach. This approach was used because the research purpose was to describe in detail what factors influenced the implementation of non-formal education programs in Rumah BUMN Samarinda. From this research, it was expected to obtain a clear picture of factors influencing the implementation of non-formal education programs. The research method used was the descriptive research method. This was because this study described in detail what factors influenced the implementation of non-formal education activities in Rumah BUMN Samarinda.

Data collection techniques used in this research were interview technique, observation technique, and document study technique. The interview technique conducted by the researchers was data collection by asking questions to sources, i.e. Rumah BUMN Samarinda managers, tutors, and learners (MSME actors). The observation technique was carried out by observing the supporting objects. The observation data were used to support the data collected with the interview technique. In addition, it also used the document study technique. The researchers reviewed supporting documents including documents from the internet as well as photos of the implementation of non-formal educational activities to produce valid data.

Data analysis in this study adopted the data analysis technique designed by Milles and Huberman (in Sugiyono, 2010) that included data reduction by sifting through research data. This was done because the research data were raw and needed to be sorted. The next step of data analysis was data presentation in which the researchers presented the sorted data in narrative forms. After the data presentation, the next step was conclusion withdrawal. The researchers drew conclusions from the research results that had previously been discussed using related studies.

The data validity test in this study used data triangulation, i.e. a data validity test with data comparison. The data triangulation used was source triangulation by comparing data from different sources with the same technique. For example, comparing data from interview results on different sources or informants. In addition, the triangulation technique was used to compare data from different techniques. In this study, triangulation techniques were carried out by comparing data from interview results with the results of observation and document studies.

### **Results and Discussions**

The implementation of non-formal education programs is carried out through an education process that allows learners to be able to learn in non-formal education programs. In non-formal education activities, the learning process is carried out through

the interaction of tutors and learners in a learning environment. The non-formal education process is a process that has obstacles or problems in its implementation. Suardi & Syofrianisda (2018) revealed that in every process there must be an obstacle or a problem that becomes a wedge, as well as in the condition or atmosphere of learning usually caused by various factors. Therefore, the success of non-formal education programs is influenced by several factors. Moreover, the characteristics of non-formal education programs are diverse adults. Various factors influence the success of the non-formal education process. In this study, factors that influenced the success of the program are discussed. The results of the above research can prove that factors that affect the non-formal education process include the following:

**a. Non-formal Education Program Educators**

Educators or tutors are a major component in the process of learning or the implementation of non-formal educational activities. The task of the educator is not only limited to teaching, which explains the teaching material, but also trains, guides and facilitates his students (Naibaho, 2018). In the world of education, teachers have a very important role in the development of human resources through education (Arfandi & Samsudin, 2021). Educators have a very important role in the success of the learning process and the success of a teacher in the learning process can be seen from the achievement of learning objectives (Esi, Purwaningsih, & Okianna, 2016). Educators play a role in contributing excellent service including providing facilities to facilitate the process of learning activities for students (Mustofa & Muadz, 2021). As mentioned by Fatma (2018) which states that tutors serve various functions, one of which is to foster active participation of learners during the learning process, conduct final assessments in accordance with competence, test learners' understanding of the subject matter, engage learners to actively participate in tutorial activities, diagnose the weaknesses of learners, lead learners to be able to answer the problems at hand, show an open attitude to the response of learners, fosters students' enthusiasm in learning, monitor learning progress during the learning process, use oral and written language clearly, well, and correctly, convey the message in the appropriate style, reflect or make summaries with the student system, and follow-up by providing directions for the task force as part of remedial or enrichment. Yuniarini & Vembriati (2019) revealed that tutors are people who facilitate the learning process in group learning. Irvansyah et al. (2021) stated that good tutors can improve actions through education and seek to increase their students' knowledge, using various educational ways to change students' behavior to achieve progress in-class learning. The role of educators in course participants is carried out for the success of the learning outcomes of course participants through the excitement of learning services that have been planned until the learning evaluation stage is an important indicator of the success of the learning services that educators provide so that the success of learning activities that are

influenced by the role of educators (Saptadi, 2020). Therefore, it is clear that the existence of tutors becomes important in supporting the success of the learning process.

The reality in the field based on the obtained data showed that tutors in Rumah BUMN Samarinda are limited to two tutors. Sufficient and qualified educators are one of the supporting factors (Wahyuni, 2021). One of the most important factors in influencing the quality of education is the availability of educators (Suryana, 2020). In addition, tutors also have limited skills that will affect learning activities. In certain materials, the involvement of outside tutors with experience to become tutors of non-formal education programs at Rumah BUMN Samarinda is required. This can affect the implementation of non-formal education activities that will be carried out later. The learning success can not only be seen from the satisfactory final result, but the achievement of competencies and subject matter delivered by educators in accordance with learning goals (Falah, 2015). Therefore, the manager of Rumah BUMN Samarinda needs to involve tutors from outside to teach specific skills. The quality of educators is a reflection of the quality of education (Lestari et al., 2019). Without qualified and competent educators, it is difficult to achieve quality education (Zulhingga, 2015). Without professional teacher resources, the quality of education will not improve (Sulastri, Fitria, & Martha, 2020). One of the factors that influence the success of a school is related to educators (Amran, 2015). Meanwhile, related to the development of human resources, the performance of non-formal educators plays a very important role (Irvansyah et al., 2021). The availability of non-formal education educators or tutors in the process of implementing non-formal education programs becomes crucial because tutors have an important role in teaching learners to achieve certain competencies in accordance with learning objectives.

#### **b. Learning Interests of MSME Actors as Learners**

MSME actors are learners of non-formal education programs at Rumah BUMN Samarinda. These MSME actors were given non-formal education programs such as training related to digital technology to support business development in their MSMEs. To become learners in Rumah BUMN Samarinda, MSME actors first registered themselves and then recorded their skills and abilities. The data became important to formulate what training activities were in accordance with the skills possessed by the MSMEs actors.

In the implementation of non-formal education programs, there were obstacles due to a lack of interest from MSMEs to be involved in non-formal education programs. MSME actors did not yet have the awareness that non-formal education programs designed by the manager of Rumah BUMN Samarinda were important to develop their MSMEs. Therefore, in the implementation of non-formal education activities, many did not follow the activities even though they had signed up for

various activities. Learners' interests can encourage learners to follow non-formal education. The interest in learning that grows from within the learner is what will allow students to follow the learning process happily, be interested in the lesson, attention to educators, and the involvement of students in the class, therefore students will be encouraged to always get good grades (Putri, Djaja, & Suyadi, 2017). Interest in learning has a positive and significant effect on learning outcomes, thus an increase in interest in learning will be followed by an increase in learning outcomes, meaning that the better the student's interest in learning, the better the student's learning outcomes (Nurhasanah & Sobandi, 2016). A very important factor in supporting the achievement of the effectiveness of the teaching and learning process is the interest in learning students so that these interests will affect the learning outcomes of the students concerned, therefore, the student's interest in learning is something that really needs to be considered in the learning process because without interest in learning from students the learning process will not take place optimally (Andira, Utami, Astriana, & Walid, 2022). Oktaviyani (2014) mentioned that internal factors that affect the success of learners are the encouragement from within to achieve a goal, one's spirit, interest, readiness, and sense of responsibility. The success of community education programs is not only influenced by the program organizers but also the response of the learning community in participating in the program (Ningrum & Sujarwo, 2017). In addition, interest plays an important role for learners during the learning process. Students who have a high interest in learning will learn well (Giovando et al., 2018). Students who have a high interest in learning, students will be able to learn and practice well, so that students will be easier to be trained in thinking critically, creatively, carefully and logically which makes students able to perform well in mathematics lessons (Sirait, 2016). Interest in learning is a prerequisite that must be realized so as to create an effective learning process in the classroom (Trismayanti, 2019). The teaching and learning process will run smoothly if supported by complete facilities because the problem of facilities is an essential problem in education (Nur, 2015). Therefore, the learning process can be carried out if learners are encouraged in participating in the learning process.

**c. Non-formal Educational Facilities**

Another factor influencing non-formal education programs is the facility in Rumah BUMN Samarinda. Learning facilities can be interpreted as something that affects and facilitates the learning process in schools both permanent and non-permanent in order to achieve effective and efficient learning goals (Hariyadi & Hariyati, 2020). Rumah BUMN Samarinda has an adequate place for non-formal education activities. In addition, there are also other facilities that can be utilized by learners to improve their skills. Adequate learning facilities will facilitate the training process itself, so it is important to prepare (Safitri, 2020). Complete

educational facilities are very helpful in the teaching and learning process (Mustofa & Muadzin, 2021). The learning process of students will run smoothly if the learning facilities provided are adequate. The more complete the learning facilities, the easier it is to carry out learning activities, with the existence of complete facilities, it is hoped that changes will occur, for example with learning facilities students will be more enthusiastic in learning, students do not need to borrow or depend on friends, because the work given can be done alone with the help of existing facilities (Yugiswara et al., 2019). If the learning facilities are inadequate and not used properly, the learning process will be hampered, so that learning facilities when used properly can facilitate and facilitate students in learning activities, this is what causes the good use of facilities is very important in learning activities (Pratiwi, Wildan, Loka, & Muntari, 2021). So that students will be able to learn easily and the process of absorbing learning materials will be maximized.

Non-formal education facility is a factor that supports non-formal education programs. Dalyono in Khairunnisa, Aslindah, and Rahmadana (2019) said that the complete learning facilities help learners during the learning process and the lack of learning facilities can hinder the learning progress. To support non-formal education activities, it needs to be equipped with decent facilities to enable the learning process to run in accordance with what is expected (Avrilianda et al., 2020). External factors that affect the students' success in the learning process is the lack of facilities (Nengsih, Sari, & Helmi, 2018). This results suggest that in the implementation of learning, it is necessary to ensure adequate learning facilities. Inadequate learning facilities will make students feel uncomfortable in the learning process (Suryana, 2020). Learning facilities that are not fulfilled by students will cause a lack of interest of students in following the learning process (Wassahua, 2016). Adequate learning facilities, making it easier for students to do activities related to lessons and the availability of more complete learning facilities are expected to make students more assisted in learning activities so that they will achieve optimal learning achievements as well (Arrixavier & Wulanyani, 2020). Indeed, the learning process is also influenced by learning facilities.

### **Conclusion**

A conclusion could be drawn based on the results and discussions related to factors influencing the implementation process of non-formal education programs in Rumah BUMN Samarinda. The educator factor as one of the limited learning resources affect the learning process. It was suggested by the manager to involve expert tutors with specific abilities. Low interest in participating in non-formal education activities is also the factor that inhibits the learning process. The interest in learning from students has a major influence on the learning process of non-formal education in Rumah BUMN Samarinda. In addition, a complete facilities are also needed to support the learners (MSME actors) who will study at Rumah BUMN Samarinda.



## References

- Aisyah, M. N., Nugroho, M. A., & Sagoro, E. M. (2014). Pengaruh Technology Readiness Terhadap Penerimaan Teknologi Komputer Pada Umkm Di Yogyakarta. *Jurnal Economia*, 10(2), 105–119. <https://doi.org/10.21831/economia.v10i2.7537>
- Amran. (2015). Faktor Penentu Keberhasilan Pengelolaan Satuan Pendidikan. *Manajer Pendidikan*, 9(2), 185–196.
- Andira, P. A., Utami, A., Astriana, M., & Walid, A. (2022). Analisis Minat Siswa Terhadap Hasil Belajar Siswa dalam Pembelajaran IPA. *Pionir: Jurnal Pendidikan*, 11(1), 46–57. <https://doi.org/10.22373/pjp.v11i1.13087>
- Arfandi, A., & Samsudin, M. A. (2021). Peran Guru Profesional Sebagai Fasilitator Dan Komunikator Dalam Kegiatan Belajar Mengajar. *Edupedia : Jurnal Studi Pendidikan Dan Pedagogi Islam*, 5(2), 37–45. <https://doi.org/10.35316/edupedia.v5i2.1200>
- Ariefianto, L., & Hilmi, M. I. (2019). The Contribution Nonformal Education in Tourism Development Through Empowerment and Training of Street Vendors. *Journal of Nonformal Education*, 5(1), 15–24. <https://doi.org/10.15294/jne.v5i1.18332>
- Armeliza, D., Hasanah, N., & Mulyasari, I. (2020). Managerial Skills Improvement Of Finance And Management For Small Medium Enterprise. *Jurnal Pemberdayaan Masyarakat Madani*, 4(1), 59–73. <https://doi.org/10.21009/JPM.004.1.05>
- Arrixavier, A. A., & Wulanyani, N. M. S. (2020). Peran Fasilitas Belajar dan Motivasi Belajar terhadap Prestasi Belajar pada Mahasiswa Penerima Beasiswa Bidikmisi di Universitas Udayana. *Jurnal Psikologi Udayana*, 7(1), 81–90. <https://doi.org/10.24843/jpu.2020.v07.i01.p09>
- Avrilianda, D., Redjeki, E. S., & Desyanty, E. S. (2020). Peningkatan Integritas Pengelola PKBM Kabupaten Banyuwangi Melalui Efektivitas, Fasilitas, dan Produktivitas. *Jurnal Pendidikan Nonformal*, 15(2). <https://doi.org/10.17977/umo41v15i2p80-87>
- Baniah, E. N. S., Riyadi, & Singal, A. R. (2021). Analisis Penyelenggaraan Pelatihan Keterampilan Menjahit Busana Wanita Bagi Peserta Pelatihan di LKP Rachma Kota Samarinda. *Learning Society: Jurnal CSR, Pendidikan Dan Pemberdayaan Masyarakat*, 2(2), 75–80. <https://doi.org/10.30872/lv2i2.938>
- Esi, Purwaningsih, E., & Okianna. (2016). Peranan guru sebagai fasilitator dan motivator dalam meningkatkan hasil belajar di kelas XI SMK. *Jurnal Pendidikan Dan Pembelajaran*, 5(10), 1–14. <https://doi.org/10.26418/jppk.v5i10.17132>
- Falah, A. (2015). Keberhasilan Pembelajaran Pendidikan Agama Islam Di SDN 01 Karangmalang Gebog Kudus. *Elementary*, 3(1), 171–195. <https://doi.org/10.21043/elementary.v3i1.1449>
- Fatma, A. M. (2018). Peran Tutor dalam Mengembangkan Motivasi Berprestasi Warga Belajar Paket C di PKBM Dharma Bakti Kecamatan Cibinong Bogor. *E-Plus: Eksistensi Jurnal Pendidikan Luar Sekolah*, 3(2), 193–204. <https://doi.org/http://dx.doi.org/10.30870/e-plus.v3i2.4898>
- Gee, K. A. (2015). Achieving gender equality in learning outcomes: Evidence from a non-formal education program in Bangladesh. *International Journal of Educational Development*, 40, 207–216. <https://doi.org/10.1016/j.ijedudev.2014.09.001>
- Giovando, A., Setiawati, S., & Wahid, S. (2018). Hubungan antara Suasana Lingkungan Belajar dengan Minat Belajar Murid di TPQ Masjid Baiturrahman Kelurahan Koto Lalang Kota Padang. *KOLOKIUM: Jurnal Pendidikan Luar Sekolah*, 6(1), 29–38. <https://doi.org/10.24036/kolokium-pls.v6i1.4>
- Greaves, M., Nabhani, M., & Bahous, R. (2019). Shelter in a storm: A case study exploring

- the use of psycho-social protection Strategies in non-formal refugee education in Lebanon. *International Journal of Educational Development*, 66(February), 70–77. <https://doi.org/10.1016/j.ijedudev.2019.02.005>
- Hanim, L., Soponyono, E., & Maryanto, M. (2021). Pengembangan UMKM Digital di Masa Pandemi Covid-19. *Prosiding Seminar Nasional Penelitian Dan Pengabdian Kepada Masyarakat*, 2(1), 30–39. <https://doi.org/10.24967/psn.v2i1.1452>
- Hariyadi, A. B., & Hariyati, N. (2020). Pentingnya Fasilitas Belajar Berbasis Teknologi Informasi Terhadap Hasil Belajar Siswa. *Jurnal Inspirasi Manajemen Pendidikan*, 08(04), 558–569.
- Haryanti, H. (2021). Analisis Terhadap Faktor-Faktor Yang Mempengaruhi Kinerja UMKM Fashion Di Jakarta Indonesia. *Jurnal Ekonomi & Pendidikan*, 18(1), 25–33. <https://doi.org/https://doi.org/10.21831/jep.v18i1.33718>
- Hasan, H. A. (2020). Dampak Teknologi Dalam Transaksi Bisnis UMKM. *Jurnal Pilar: Jurnal Kajian Islam Kontemporer*, 11(2), 52–63.
- Hoesny, M. U., & Darmayanti, R. (2021). Permasalahan dan Solusi Untuk Meningkatkan Kompetensi dan Kualitas Guru : Sebuah Kajian Pustaka. *Pendidikan*, 11(2), 123–132.
- Irmawati, S., Damelia, D., & Puspita, D. W. (2013). Model Inklusi Keuangan Pada Umkm Berbasis Pedesaan. *JEJAK: Jurnal Ekonomi Dan Kebijakan*, 6(2). <https://doi.org/10.15294/jejak.v6i2.3885>
- Irvansyah, A., Sumardjo, S., & Syah, R. (2021). Implementation of Authentic Leadership Attitudes to Tutors at Community Learning Center ( CLC ). *Edukasi*, 15(1), 66–73. <https://doi.org/https://doi.org/10.15294/edukasi.v15i1>
- Khurana, S., Haleem, A., & Mannan, B. (2019). Determinants for integration of sustainability with innovation for Indian manufacturing enterprises: Empirical evidence in MSMEs. *Journal of Cleaner Production*, 229, 374–386. <https://doi.org/10.1016/j.jclepro.2019.04.022>
- Lestari, I. P., Sobri, A. Y., & Kusumaningrum, D. E. (2019). Analisis Faktor-Faktor Yang Mempengaruhi Peserta Didik dalam Pemilihan Sekolah Lanjutan Tingkat Atas. *Jurnal Administrasi Dan Manajemen Pendidikan*, 2(September), 167–171. <https://doi.org/10.17977/um027v2i32019p167>
- Lukman, A. I. (2021). Pemberdayaan Masyarakat Melalui Pendidikan Nonformal di PKBM Tiara Dezzy Samarinda. *Dikus: Jurnal Pendidikan Luar Sekolah*, 5(2), 180–190.
- Muslim, A. Q., & Suci, I. G. S. (2020). Peran Manajemen Pendidikan Nonformal Berbasis Masyarakat Sebagai Upaya Peningkata Sumber Daya Manusia Di Indonesia. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 5(2), 159–168. <https://doi.org/10.25078/pw.v5i2.1855>
- Mustangin, Akbar, M. F., & Sari, W. N. (2021). Analisis Pelaksanaan Program Pendidikan Nonformal Bagi Anak Jalanan. *International Journal of Community Service Learning*, 5(3), 234–241. <https://doi.org/10.23887/ijcsl.v5i3>
- Mustangin, M. (2018). Kajian perencanaan pendidikan orang dewasa pada program kesetaraan paket C PKMB Jayagiri Lembang. *Jurnal Penelitian Ilmu Pendidikan*, 11(1), 40–47. <https://doi.org/10.21831/jpipfip.v11i1.18556>
- Mustofa, A., & Muadzin, A. (2021). Konsepsi Peran Guru Sebagai Fasilitator dan Motivator Dalam Proses Pembelajaran Pendidikan Agama Islam. *Annaba: Journal of Islamic Education*, 7(2), 171–186. <https://doi.org/10.37286/ojs.v7i2.102>
- Naibaho, D. (2018). Peranan Guru sebagai Fasilitator dalam Perkembangan Peserta Didik. *Jurnal Christian Humaniora*, 2(1), 77–86. <https://doi.org/10.46965/jch.v2i1.112>

- Nengsih, Y. K., Sari, A., & Helmi, H. (2018). Pengelolaan Pembelajaran Program Paket C Pada Pusat Kegiatan Belajar Masyarakat dan Sanggar Kegiatan Belajar di Kota Palembang. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 5(1), 51–60. <https://doi.org/10.21831/jppm.v5i1.16861>
- Ningrum, M. D., & Sujarwo, S. (2017). Pemberdayaan Pedagang Pasar Tradisional dalam Pondok Komunitas Belajar Di Sanggar Kegiatan Belajar Kabupaten Wonogiri. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 4(2), 199–214. <https://doi.org/10.21831/jppm.v4i2.13554>
- Nur, S. (2015). Korelasi Kelengkapan Fasilitas Belajar Terhadap Hasil Belajar PKN Di SMA 2 Polewali. *Pepatudzu : Media Pendidikan Dan Sosial Kemasyarakatan*, 10(1), 47–67. <https://doi.org/10.35329/fkip.v10i1.38>
- Nurhasanah, S., & Sobandi, A. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 128. <https://doi.org/10.17509/jpm.viii.3264>
- Pratiwi, N., Wildan, W., Loka, I. N., & Muntari, M. (2021). Hubungan antara Penggunaan Fasilitas Belajar dengan Motivasi Belajar Kimia pada Era Wabah Covid-19. *Chemistry Education Practice*, 4(3), 281–286. <https://doi.org/10.29303/cep.v4i3.2801>
- Putri, K., Djaja, S., & Suyadi, B. (2017). Pengaruh Minat Belajar dan Kecerdasan Emosional Terhadap Prestasi Belajar Siswa Kelas XI IPS SMA Negeri 1 Prajekan Kabupaten Bondowoso Tahun Ajaran 2016/2017. *Jurnal Pendidikan Ekonomi*, 11(2017), 67–74.
- Rappe, E. F., & Wahyuni, S. (2021). ANALISIS PROSES PELATIHAN PEMANFAATAN SAMPAH PLASTIK KREATIVITAS MASYARAKAT OLEH CSR PERTAMINA FUEL. *Learning Society: Jurnal CSR, Pendidikan Dan Pemberdayaan Masyarakat*, 2(1), 69–74.
- Rozikin, A. Z., Indartono, S., & Sugiharsono, S. (2019). The Use Social Media and Employee Performance in MSMEs Development: Glass Noodle Home Industry Manjung Indonesia. *Jurnal Economia*, 15(2), 221–231. <https://doi.org/10.21831/economia.v15i2.25756>
- Safitri, D. (2020). Pelatihan Pembuatan Pie Buah Bagi Warga Belajar di UPTD. P2KUKM Provinsi Kalimantan Timur. *Learning Society: Jurnal CSR, Pendidikan Dan Pemberdayaan Masyarakat*, 1(1), 44–49. <https://doi.org/10.30872/lviii.258>
- Santoso, W., Soekro, S. R. I., Darmansyah, D., & Sihaloho, H. D. (2015). Pemanfaatan Sekuritisasi Aset Dalam Mendorong Sektor Riil: Alternatif Pembiayaan Umkm. *Buletin Ekonomi Moneter Dan Perbankan*, 17(2), 221–239. <https://doi.org/10.21098/bemp.v17i2.50>
- Saptadi, S. (2020). Peran Instruktur Dalam Layanan Pembelajaran Peserta Kursus Mengemudi Roda Empat di LKP Cendana Samarinda. *Learning Society: Jurnal CSR, Pendidikan Dan Pemberdayaan Masyarakat*, 1(2), 28–34. <https://doi.org/10.30872/lvii.432>
- Setiawati, A., & Safitri, A. R. (2021). Strategi Pemasaran UMKM Era Pasar Digital Melalui Pelatihan Kewirausahaan di Kota Tangerang. *Jurnal Inovasi Dan Pengabdian Kepada Masyarakat (JIPkM)*, 1(2), 71–79.
- Shafi, M., Liu, J., & Ren, W. (2020). Impact of COVID-19 pandemic on micro, small, and medium-sized Enterprises operating in Pakistan. *Research in Globalization*, 2, 100018. <https://doi.org/10.1016/j.resglo.2020.100018>
- Sirait, E. D. (2016). Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1), 35–43.

<https://doi.org/10.30998/formatif.v6i1.750>

- Suardi, M., & Syofrianisda. (2018). *Belajar dan Pembelajaran*. Yogyakarta: Penerbit Parama Ilmu.
- Sugiyono. (2010). *Metode Penelitian Bandung (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Penerbit Alfabeta.
- Suharta, R. B., Kusumawardani, E., & Hermawan, Y. (2021). Integrasi Program Sadar Wisata Dalam Membangun Kesadaran Literasi Di Desa Nglanggeran. *Jurnal Pendidikan Nonformal*, 16(1), 47–63.
- Sujarwo, S., Kusumawardani, E., Trisanti, T., & Santi, F. U. (2021). Women Strengthening Through Information Technology Literacy in Tourist Village. *Journal of Nonformal Education*, 7(1), 112–118.
- Sujarwo, S., Trisanti, T., & Kusumawardani, E. (2022). Digital literacy model to empower women using community-based education approach. *World Journal on Educational Technology : Current Issues*, 14(1), 175–188.
- Sulastri, S., Fitria, H., & Martha, A. (2020). Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan. *Journal of Education Research*, 1(3), 258–264. <https://doi.org/10.37985/jer.v1i3.30>
- Supsiloani, S. (2019). Pemberdayaan Masyarakat melalui Pembangunan Bidang Pendidikan Nonformal. *Anthropos: Jurnal Antropologi Sosial Dan Budaya (Journal of Social and Cultural Anthropology)*, 5(1), 20–30. <https://doi.org/10.24114/antro.v5i1.13172>
- Suryana, S. (2020). Permasalahan Mutu Pendidikan Dalam Perspektif Pembangunan Pendidikan. *Edukasi*, 14(1). <https://doi.org/10.15294/edukasi.v14i1.971>
- Trismayanti, S. (2019). Strategi Guru dalam Meningkatkan Minat Belajar Peserta Didik di Sekolah Dasar. *Al-Ishlah: Jurnal Pendidikan Islam*, 17(2), 141–158.
- Triwinarti, H. (2020). Komunikasi Pelaksanaan Program Kesetaraan Paket C Di Pusat Kegiatan Belajar Masyarakat (PKBM) Tiara Dezzy Samarinda. *Kompetensi*, 13(1), 16–23. <https://doi.org/10.36277/kompetensi.v13i1.32>
- Wahyuni, S. (2021). Peran Pamong Belajar: Studi Naturalistik terhadap Pamong Belajar dalam Melaksanakan Layanan Program Pendidikan Non Formal. *Pepatudzu : Media Pendidikan Dan Sosial Kemasyarakatan*, 17(2), 102–114. <https://doi.org/10.35329/fkip.v17i2.1841>
- Wassahua, S. (2016). Analisis Faktor-Faktor Penyebab Anak Putus Sekolah di Kampung Wara Negeri Hative Kecil Kota Ambon. *Jurnal Al - I l t i z a M*, 1(2), 93–113. <https://doi.org/10.33477/alt.v1i2.199>
- Yugiswara, A., Sukidin, S., & Kartini, T. (2019). Pengaruh Fasilitas Belajar Terhadap Motivasi Belajar Siswa Kelas XI IPS Sma Negeri 1 Kraksaan Probolinggo Tahun 2018. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 13(1), 101–108. <https://doi.org/10.19184/jpe.v13i1.10427>
- Yuniarini, P. D., & Vembriati, N. (2019). Perbedaan motivasi kerja tutor pendidikan nonformal ditinjau dari status pekerjaan di Provinsi Bali. *Jurnal Psikologi Udayana*, 6(2), 243–248. <https://doi.org/10.24843/JPU.2019.vo6.io2.p03>
- Zulhimma. (2015). Upaya Peningkatan Kompetensi Guru dalam Meningkatkan Mutu Pendidikan Islam. *Jurnal Tarbiyah*, 22(2), 347–368. <https://doi.org/10.30829/tar.v22i2.39>