



THE DILEMMA OF COMMERCIALIZATION AND INCLUSIVITY: EVALUATION OF THE IMPLEMENTATION OF COMMUNITY EDUCATION PROGRAMS BASED ON LEMBAGA BIMBINGAN BELAJAR

Ivana Anelia Samosir¹, Esra Siagian², Musniari Sitanggang³

^{1,2}Faculty of Education, Universitas Negeri Medan, Medan, Indonesia

³Faculty of Economy, Universitas Kristen Indonesia, Jakarta, Indonesia

Email: ivananeliasamosir@gmail.com

Abstrak: Penelitian ini bertujuan mengevaluasi penyelenggaraan program pendidikan masyarakat berbasis lembaga bimbingan belajar serta mengkaji secara kritis dilema antara komersialisasi layanan pendidikan dan prinsip inklusivitas pendidikan masyarakat pada Lembaga Bimbingan Belajar Qualifa House di Kabupaten Deli Serdang. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan studi dokumentasi. Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña dengan berpedoman pada tujuh asas pendidikan masyarakat, yaitu partisipasi, relevansi, keberlanjutan, pemerataan, kemandirian, keterbukaan, dan fleksibilitas. Hasil penelitian menunjukkan bahwa asas relevansi, fleksibilitas, dan kemandirian telah diimplementasikan secara kuat melalui program yang adaptif terhadap kebutuhan peserta, mendukung pembelajaran mandiri, serta memberikan layanan yang responsif terhadap kondisi belajar yang beragam. Namun, asas pemerataan menjadi aspek yang paling lemah karena keterbatasan akses bagi peserta dari kelompok ekonomi rendah akibat sistem pembiayaan berbasis biaya. Selain itu, asas partisipasi, keberlanjutan, dan keterbukaan berada pada kategori moderat karena masih terbatasnya keterlibatan masyarakat, kemitraan eksternal, dan transparansi evaluasi program. Temuan ini menunjukkan adanya dilema antara keberlanjutan ekonomi lembaga dan komitmen terhadap keadilan akses pendidikan.

Kata Kunci: pendidikan masyarakat, komersialisasi pendidikan, inklusivitas, bimbingan belajar, evaluasi program.

Abstract: This study evaluates the implementation of a community education program within a private tutoring institution and critically examines the dilemma between educational commercialization and inclusivity principles at Qualifa House Tutoring Institution in Deli Serdang Regency, Indonesia. A descriptive qualitative approach was employed using observations, in-depth interviews, and document analysis. Data were analyzed through the interactive model of Miles, Huberman, and Saldaña based on seven core principles of community education: participation, relevance, sustainability, equity, independence, openness, and flexibility. The findings reveal that the principles of relevance, flexibility, and independence were strongly implemented through learner-centered programs that responded effectively to participants' educational needs and encouraged self-directed learning. However, the principle of equity emerged as the weakest dimension due to limited access for learners from low-income families caused by a fee-based financing system. In addition, participation, sustainability, and openness were found to be moderately implemented because of limited community involvement, insufficient external partnerships, and weak program accountability mechanisms. These findings highlight a fundamental tension between organizational sustainability and equitable educational access. The study concludes that lembaga bimbingan belajar operating within community education contexts require a social entrepreneurship model capable of balancing financial sustainability with social inclusion.

Keywords : community education, educational commercialization, inclusivity, bimbingan belajar, program evaluation.



History Article: Submitted 09 October 2025 | Revised 17 February 2026 | Accepted 12 June 2026

How to Cite: Samosir, I. A., Siagian, E., & Sitanggang, M. (N.D.). The Dilemma Of Commercialization And Inclusivity:

Evaluation Of The Implementation Of Community Education Programs Based On Lembaga Bimbingan Belajar. *Journal Education For All: Media Informasi Ilmiah Bidang Pendidikan Luar Sekolah*. <https://doi.org/10.24114/wa69fd92>

DOI: <https://doi.org/10.24114/wa69fd92>

INTRODUCTION

Community education (in Indonesia called by Penmas) is a non-formal education path that is oriented towards humanist values, inclusivity, and alignment with the fulfillment of the learning needs of all levels of society without exception. In the modern era, Penmas is required to be a strategic instrument of *lifelong learning* that is adaptive to the dynamics of the times. The theoretical advantage of Penmas lies in its operational flexibility and its ability to break through the rigidity of the formal school system in order to touch the real needs of the community. These ideal characteristics are supported by seven main principles, namely participation, relevance, sustainability, equity, independence, openness, and flexibility. However, along with the increasing need for additional academic competencies outside of formal school, Penmas' operational area is no longer dominated by non-profit social institutions, but is beginning to be fulfilled by the presence of lembaga bimbingan belajar (bimbel) that are thriving in various regions.

The phenomenon of the proliferation of private tutoring has triggered a profound conceptual debate about the boundary between the social mission of public education and the motives for commercialization of private non-formal institutions. Based on the tracking of the previous literature (*state of the art*), evaluation studies on the application of the principles of community education are mostly still taking the locus of public or semi-public institutions that are fully supported by government stimulant funds, such as the Center for Community Learning Activities (PKBM) and the Learning Activity Studio (SKB) (Almaidah, 2017; Harimurti et al., 2023; Septiani et al., 2024). These studies often conclude that the enforcement of the principles of equity and sustainability in PKBM/SKB is linearly correlated with the stability of subsidies and state regulations (Lokollo et al., 2020; Sururi & Dacholfany, 2019). On the other hand, the literature that examines lembaga bimbingan belajartends to be stuck in the reduction of the function of tutoring solely as a short-term cognitive academic achievement booster (Wulandari et al., 2025).

This is where the crucial *research gap* lies. There are still very limited studies that evaluate how contradictory dynamics occur when Penmas humanist principles—especially the principles of equal access and inclusivity—are tried to be applied by independent lembaga bimbingan belajarthat operate using commercial market logic. There is a real dilemma faced by these commercial institutions: on the one hand they carry out the social function of Penmas by providing inclusive programs across ages, but on the other hand the demands of operational sustainability force them to implement *fee-based tariffs* that directly limit the access of the lower classes. Ignoring this dilemma of commercialization and inclusivity in academic discourse will obscure our understanding of the limits of the adaptability of the concept of Penmas when implemented in the pure private sector.

In order to bridge this theoretical gap, this study aims to evaluate the implementation of the program and critically analyze the challenges of applying community education principles at the Bimbel Qualifa House in Deli Serdang Regency. This locus was chosen because Qualifa House reflects a real portrait of the dilemma: the institution organizes highly relevant and flexible programs for various age groups, but in its operationalization it is faced with inequality in the principle of equality due to economic barriers of participants, in addition to internal managerial problems such as fluctuations in tutor discipline and limited support facilities. The novelty of this research is based on a critical analysis based on the seven principles of Penmas to dissect the anatomy of the commercialization of education at the suburban level, as well as how

it affects the inclusivity of non-formal learning. The results of this study are expected to provide a cutting-edge theoretical contribution to the management of out-of-school education and become practical recommendations for private institution managers in aligning business continuity with the commitment to social justice education.

METHOD

This study uses a descriptive qualitative approach to in-depth dissect the phenomenon of commercialization and inclusivity dilemmas in the implementation of community education. This method was chosen because it is able to provide a holistic, contextual, and naturalistic understanding of how an independent private tutoring institution adopts and implements the seven principles of community education in the midst of managerial and economic challenges. This research was carried out at the Lembaga Bimbel Qualifa House located in the MMTTC Complex, Block C No. 56, Kenangan Baru, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province. The selection of loci is carried out deliberately (*purposive*) considering the characteristics of this institution which is financially independent but serves a heterogeneous spectrum of cross-age education targets.

The subjects in this study were determined using *purposive sampling* techniques to ensure the credibility of the information obtained. The research subjects consist of institutional managers as the main policy makers, active tutors who implement the learning process in the classroom, and students from various levels of education and their parents as service beneficiaries. Data collection was carried out through three main techniques that rely on each other, namely direct observation, *in-depth interview*, and documentation study.

Direct observation is applied to observe macro and micro aspects of program operational dynamics, teaching-learning activities, social-educational interaction between tutors and participants, the availability of supporting infrastructure, and technical and non-technical obstacles in the field.

In-depth interviews are guided by semi-structured instruments aimed at managers and tutors to explore their vision, fund management orientation, operational bottleneck resolution strategies, as well as their perceptions of external support.

The documentation study was carried out by examining the institution's administrative documents, which include activity schedules, student profile lists, financing documents, and internal program evaluation records.

All data collection instruments are specially developed by referring to conceptual indicators of the principles of community education. The evaluation of the fulfillment of the dignity of public education is based on the acuteness of the adoption of seven main principles of Penmas, namely: (1) Participation, (2) Relevance, (3) Sustainability, (4) Equity, (5) Independence, (6) Openness, and (7) Flexibility. The parameters and operationalization of this research instrument are presented rigidly in Table 1.

Table 1. Matrix of Evaluation Parameters for the Basics of Community Education

Key Variables	Aspects/Basics of Penmas	Evaluation Parameters/Indicators	Data Source
Evaluation of the Penmas Program By Qualifa House	1. Participation	Involvement of stakeholders (parents and community) in planning, implementing, and evaluating programs.	Manager's Interview, Institution Documents

Key Variables	Aspects/Basics of Penmas	Evaluation Parameters/Indicators	Data Source
	2. Relevance	The suitability of academic programs and foreign language courses with the real needs and conditions of students.	Class Observations, Tutor Interviews
	3. Sustainability	Financial independence of the institution through dues, parental loyalty, and the availability of permanent teaching human resources.	Administrative Documents, Manager Interviews
	4. Equity	Program accessibility for community groups across economic classes and cost limitations.	Student Data Profiles, Parent Interviews
	5. Independence	Stimulation of aspects of discipline, confidence, time management, and student learning independence.	Learning Process Observations, Tutor Interviews
	6. Openness	Transparency of program management, clarity of costs, and accountability of evaluation administrative reporting.	Institutional Documents, Manager Interviews
	7. Flexibility	Adaptability of learning schedule management to conditional constraints and sudden needs of students.	Learning Schedule, Tutor Interview

The data analysis techniques used in this study follow the interactive model of Miles, Huberman, and Saldaña, which includes three streams of activities that occur simultaneously, namely:

Data Condensation: The process of selecting, focusing, simplifying, and transforming raw data from field notes, interview transcripts, and documents into relevant information clusters with the focus of Penmas principles and the inclusivity dilemma.

Data Display: Compile an organized information matrix, including in the form of a comparative table of basic evaluation, to facilitate the drawing of conclusions.

Conclusion Drawing/Verification: Conceptualizing the data that has been presented, looking for patterns and causal relationships, and verifying them through triangulation of techniques and sources to ensure the reliability of scientific research results

RESULT AND DISCUSSION

Anatomy of Managerial Problems at Qualifa House

Based on the results of observations and in-depth interviews at the Qualifa House Tutoring Institute, a number of operational challenges were found that were intertwined. The main problems that emerged include: (1) fluctuations in tutor discipline that triggered delays in starting classes; (2) inconsistencies in students' learning schedules that change suddenly; (3) weak administrative governance of teaching materials/textbooks; and (4) the limitations of modern technology-based learning facilities.

The root cause of this problem is systemic. Tutor delays are dominated by external factors, where the majority of educators are final year students or part-time workers who have a fragmentation of focus between personal academic obligations and professionalism in the institution. Meanwhile, the instability of the learning schedule stems from the characteristics of elementary age students who do not have *self-regulation* skills in time management, coupled with accommodative demands from students' parents. On the other hand, the negligence of textbook management reflects the absence of a standardized asset management information system (SIM), so inventory monitoring still relies on the tutor's cognitive memory partially. The limitations of modern facilities are rooted in the lack of *capital expenditure allocation* of institutions that rely entirely on independent income without external assistance schemes.

These dynamics have a direct impact on the degradation of instructional effectiveness. A reduction in learning duration due to tutor delays and sudden changes in schedules cause distortion in the achievement of learning curriculum targets. In addition, the instant unavailability of textbooks due to a poor logistics system hinders the right of students to repeat the material at home. The most significant implication can be seen in the dominance of monotonous conventional learning methods, due to the limitations of digital media, so that it fails to stimulate students' critical reasoning optimally.

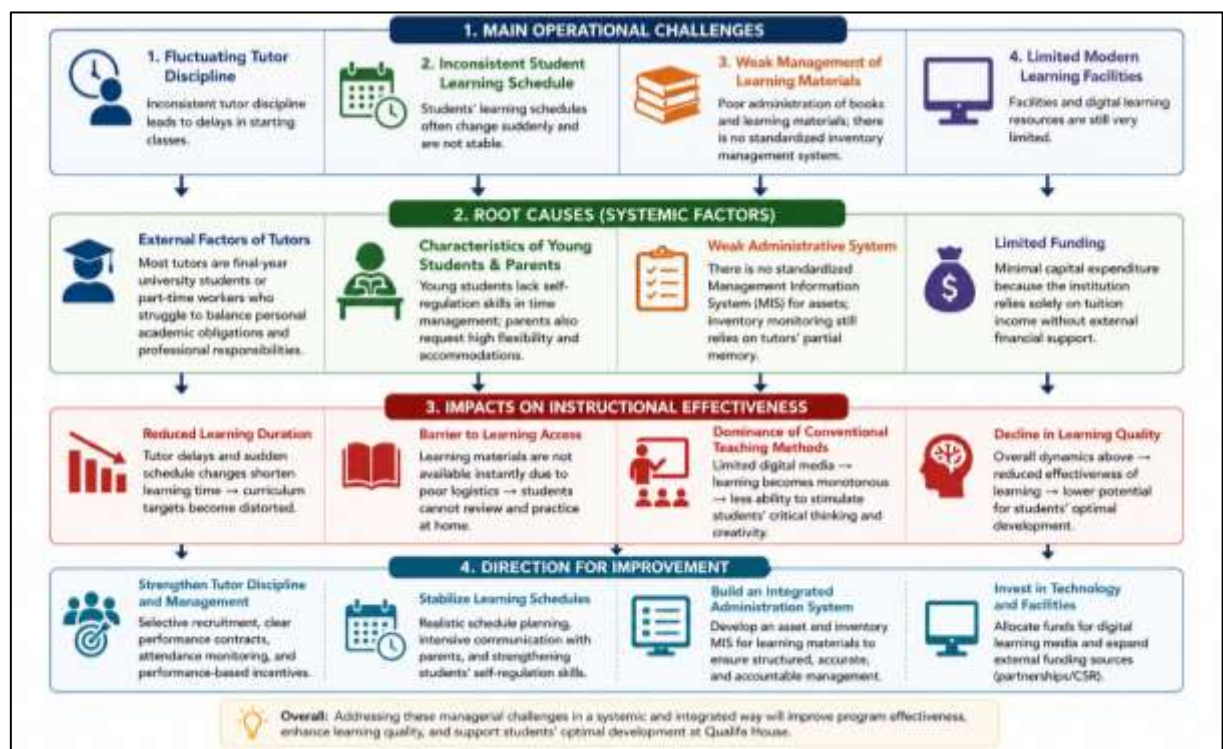


Figure 1. Anatomy of managerial challenges at Qualifa House (Image created using AI based on interview results)

Critical Discourse: A Dialectic Between Educational Capitalization and the Dignity of Penmas Inclusivity

The findings of research at the Qualifa House Tutoring Institute reveal a fundamental paradoxical reality in the contemporary non-formal education landscape. This paradox is rooted in the epistemological clash between the true dignity of humanist-inclusive Community Education (Penmas) and the existential demands of private institutions that move under the logic of the neoliberal market. When Penmas is idealized as an emancipatory space that provides "equal access for all" (Yulianingsih & Lestari, 2017; Yusnadi et al., 2025), private tutoring institutions such as Qualifa House must actually operate as independent commercial business entities in order to maintain their sustainability (*survability*). To map these ideological and managerial tensions holistically, here is a visualization of the conceptual model of the dilemma that occurs at the research locus:

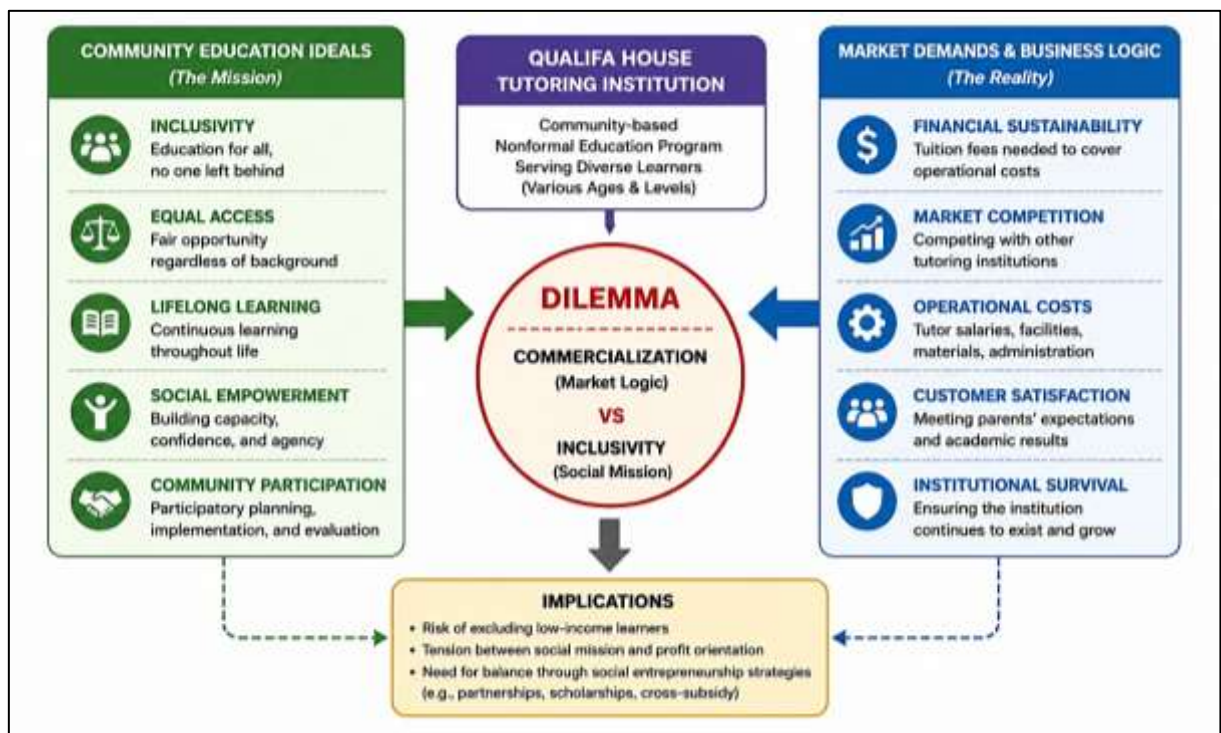


Figure 2. Conceptual Model: The Dilemma of Commercialization and Inclusivity in Community Education (Image created using AI based on personal research results)

The conceptual model illustrates the fundamental tension identified in this study between the normative ideals of community education and the operational realities of a private tutoring institution. On one hand, community education emphasizes inclusivity, equitable access, lifelong learning, and social empowerment. These principles require educational services to remain accessible to all members of society regardless of their socioeconomic background. On the other hand, Qualifa House operates within a market-oriented environment that necessitates financial sustainability, operational efficiency, and competitiveness. As a result, the institution faces a persistent dilemma: maintaining its social mission while ensuring organizational survival through tuition-based services.

The findings indicate that Qualifa House has attempted to balance these competing demands by offering flexible learning programs and learner-centered services. Nevertheless, economic barriers continue to limit participation among lower-income groups, suggesting that the tension between commercialization and inclusivity remains an ongoing challenge in the implementation of community education programs within privately managed educational institutions.

Evaluation of the Application of Community Education Principles: Peeling the Commercialization Dilemma

To measure the extent to which Qualifa House maintains the dignity of non-formal education in the midst of the demands of business sustainability, a critical mapping based on seven principles of community education was carried out. The results of the comparative evaluation are presented in Table 2.

Table 2. Evaluation Matrix of Community Education Principles at Qualifa House

Penmas Basics	Field Findings and Operational Reality	Implications of Commercialization vs Inclusivity	Assessment Predicate
Participation	Parents are actively involved in scheduling negotiations, but the wider community has not been involved in designing the program's vision.	Transactional-individual participation has not touched social-communal participation.	Medium
Relevance	Academic guidance programs and foreign language courses are very precise in answering the needs of the formal school curriculum.	It is very powerful because the program is designed based on market demand (<i>market-driven education</i>).	Strong
Sustainability	The continuity of the institution relies on the monthly contributions of students and the financial loyalty of parents.	Vulnerable to volatility in the event of a decline in consumer purchasing power or student retention.	Medium
Equity	Access to the program is open to all age groups, but closed to economically weak communities due to paid schemes.	The nadir of inclusivity; The logic of the market creates social exclusion for marginalized groups.	Weak
Independence	The learning process is directed to build students' confidence, discipline, and emotional intelligence.	Successfully transfer life <i>skills</i> so that students are independent in taking formal exams.	Strong
Openness	Transparency regarding costs and schedules is well maintained, but	Openness is limited to the commercial aspects of accounting, not non-	Medium

Penmas Basics	Field Findings and Operational Reality	Implications of Commercialization vs Inclusivity	Assessment Predicate
	program evaluation reporting has not been formally institutionalized.	formal public accountability.	
Flexibility	The manager is very adaptive in modifying the schedule and duration according to the student's constraints.	Too loose flexibility risks reducing academic consistency.	Strong

Table 2 confirms the existence of a real ideological clash within the body of Qualifa House. The strength of the institution is concentrated on the principles of **relevance**, **independence**, and **flexibility**. This is natural because as a private entity, the ability to adapt schedules and the accuracy of materials to the market are the main competitive advantages so that they remain looked at by consumers (Wulandari et al., 2025).

On the other hand, **the principle of equity** is the weakest point in the implementation of this program. This is where the dilemma of commercialization and inclusivity comes to a head. When a tutoring institution sets a *fee-based system* to maintain operational continuity (the principle of sustainability), the institution automatically builds a wall that excludes children from low socio-economic classes. The inclusive nature of public education that aspires to provide "education for all" collapses due to the demands of commercial profitability.

Critical Discourse: Positioning Private Tutoring in the Realm of Penmas

The findings of this study enrich and critique the theoretical treasures of out-of-school education. Referring to Almaidah (2017), the limitation of human resources and infrastructure facilities is a classic pathology in community education management. However, if the PKBM or SKB fails to fulfill the facilities due to government budget bureaucracy (Harimurti et al., 2023; Septiani et al., 2024), at Qualifa House the obstacles are purely due to limited market penetration and the absence of cross-subsidies.

The principle of **sustainability** and **participation** that is in the medium category indicates the existence of a "pseudo-participation" model. Community involvement in Qualifa House is reduced to transactional relationships between parents as "service buyers" and institutions as "service providers". This pattern is different from the principle of *community-based participation* idealized by Safuri Musa (2023) and Septiani (2015), where the collective community acts as the owner and designer of the program. The absence of strategic partnerships with external parties triggers a high risk to the sustainability of the institution if at any time there is a local economic shock.

To overcome this dilemma, the implementation of integrated quality management or *Total Quality Management* (TQM) emphasized by Sururi and Dacholfany (2019) needs to be modified. The management of Qualifa House cannot only implement repressive tutor discipline control or tighten the rules of the study contract. Managers must reconstruct business models towards *social entrepreneurship* in the field of education. One of the concrete steps is to strengthen the principle of **openness** through the documentation of accountable program evaluation reports (Venalia & Hajaroh, 2025), which is then used as an instrument to attract sponsors or propose *Corporate Social Responsibility* (CSR) partnership programs with corporations around the Deli Serdang area. Through this alternative financing scheme, Qualifa

House can cross-subsidize free learning quotas for underprivileged children, so that the dignity of the principle of equity and inclusivity in public education can be re-established without sacrificing the institution's economic stability.

CONCLUSION

Based on the results of the research, it can be concluded that the implementation of community education programs at the Qualifa House Tutoring Institute has implemented most of the principles of community education quite well, especially in the aspects of relevance, flexibility, and independence. The programs held are able to adjust the learning needs of participants, provide adaptive learning spaces, and encourage the development of independent learning skills. These findings show that tutoring institutions not only function as providers of academic services, but also have the potential to be providers of community education that support lifelong learning.

However, this study finds a dilemma between the commercial orientation of the institution and the principle of inclusivity of public education. On the one hand, the financing system implemented is an important factor in maintaining the sustainability of program operations. On the other hand, service costs are still an obstacle for some low-income groups to obtain equal access to education. In addition, aspects of program sustainability, openness of management, and strengthening of external partnership networks still require attention to improve the quality of program implementation as a whole.

Theoretically, this study enriches the study of community education by showing that tutoring institutions can play a role as effective non-formal education actors, but require specific strategies to maintain a balance between economic sustainability and social mission. Therefore, the development of an *educational social entrepreneurship model* through partnerships, cross-subsidies, or learning assistance programs is an alternative that can be applied to strengthen inclusivity without reducing the sustainability of the institution. These findings confirm that the success of community education is not only determined by the quality of learning services, but also by the ability of institutions to ensure fair, participatory, and sustainable access for all levels of society.

REFERENCES

- Almaidah, S. (2017). Analisis Efektivitas Kinerja Pusat Kegiatan Belajar Masyarakat (PKBM) Dalam Menyelenggarakan Program Pendidikan Berbasis Masyarakat. *Media Ekonomi dan Manajemen*, 32(2).
- Andini, D. R., Fitrianti, E., Lestari, E. A., & Brutu, D. (2025). Peran Organisasi Pendidikan di Luar Sekolah dalam Meningkatkan Kualitas Pembelajaran Non-Formal: Studi Kasus di Lembaga Kursus dan Pelatihan. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 5(1), 158-163.
- Asep, Ika Fitriyati, Evi Mauliza, Reina A. Hadikusumo, Sukamdi, Rosalinda, Sumiyati, Mohd Jaisar Raju, Erna Fitriani Hamda, Aprinalistria, Intan Wahyuni, & Tetin Syarifah. (2025). *Pendidikan luar sekolah era digital*. Serang-Banten: PT Sada Kurnia Pustaka. ISBN 978-634-7021-16-8
- Dumilah, A. R., & Rahayu, E. (2020). Program Pendidikan Kecakapan Hidup (Lifeskills) Sebagai Strategi Intervensi dalam Perspektif Pembangunan Sosial di Indonesia. *Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)*, 5(2).
- Erit Nopiati. (2021). "Analisis Strategi Pengelolaan Dana dalam Penyelenggaraan Program Pendidikan Non-Formal pada Pusat Kegiatan Belajar Masyarakat di Kabupaten Ogan Ilir". *Journal of Innovation in Teaching and Instructional Media*, 2 (1): 36-42.2 no.1.

- Harimurti, E. R., Rugaiyah, R., & Santoso, B. (2023). Evaluation of the Equality Education Program at LPKA Class II Jakarta. *Asian Journal of Management, Entrepreneurship and Social Science*, 3(04), 785-805.
- Hidayat, R., & Abdillah. (2019). *Ilmu pendidikan: Konsep, teori dan aplikasinya* (Cetakan pertama). Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI). ISBN 978-623-90653-8-6.
- Jaelani, I. M., & Sugiarti, D. Y. (2024). EQUIVALENCE PROGRAM EVALUATION PACKAGE B PKBM KARTINI BEKASI CITY. In *International Conference on Actual Islamic Studies* (Vol. 3, No. 1).
- Kementerian Pendidikan dan Kebudayaan. (2014). *Petunjuk teknis bantuan sosial pendidikan kecakapan hidup (PKH)*. Direktorat Jenderal Pendidikan Anak Usia Dini, Nonformal dan Informal, Direktorat Pembinaan Kursus dan Pelatihan.
- Kementerian Pendidikan dan Kebudayaan. (2018). *Petunjuk teknis apresiasi kelembagaan bagi Sanggar Kegiatan Belajar (SKB) dan Pusat Kegiatan Belajar Masyarakat (PKBM)*. Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat.
- Khair.H.(2021).Peran lembaga pendidikan dalam masyarakat di era modern.jurnal Ilmiah keagamaan, pendidikan dan kemasyarakatan.12(2),24-36.
- Lokollo, L. J., Siang, J. L., & Dahlan, J. (2020). Evaluation of Community Learning Activity Center Program (PKBM) as a community learning resource in Ambon City based on evaluation of Input. *International Journal of Advanced Science and Technology*, 29(5), 1457-1466.
- Mubah, H. Q. (2019). *Manajemen pesantren dan pendidikan luar sekolah*. Pamekasan: IAIN Madura Press. ISBN 978-623-92464-5-7
- Putri, E. M., Sulistianingrum, N., Setiawan, G., Sulistyani, Y., Yanti, D. A. D., Hidayah, R., & Hariastuti, R. M. (2024). Penyusunan Muatan dan Media Pendamping untuk Pembelajaran Matematika Paket B PKBM El Fataa Banyuwangi. *Jurnal PkM (Pengabdian kepada Masyarakat)*, 7(4), 505-515.
- Rahaju.A.(2024).Peran pendidikan masyarakat dalam meningkatkan kualitas sumber daya manusia di daerah pedesaan.journal of Mandalika literature.6(1),528-536.
- Rahmat, A. (2018). *Manajemen pemberdayaan pada pendidikan nonformal*. Gorontalo: Ideas Publishing. ISBN 978-602-6635-91-4
- Safuri Musa.(2023).Partisipasi Masyarakat dalam penyelenggaraan program Pendidikan Masyarakat di pusat kegiatan belajar Masyarakat tim suara Masyarakat dawuan cikampek, pendidikan dan kemasyarakatan.8(1),1-15.
- Septiani, M. (2015). Pengalaman pusat kegiatan belajar masyarakat (PKBM) dalam memfasilitasi masyarakat belajar sepanjang hayat. *JIV-Jurnal Ilmiah Visi*, 10(2), 67-76.
- Septiani, S., Romadhon, K., Sa'idah, S., Afifah, H., Suyitno, M., Susilawati, E., Holid, A., Maulani, G., Riyadi, T., Syarifah, T., Romdoniyah, F. F., Mukra, R., Al-Fikri, M. A., Johanto, Pitrianti, S., & Sukamdi. (2024). *Pusat kegiatan belajar masyarakat (PKBM)*. PT Sada Kurnia Pustaka. ISBN 978-623-8385-63-8
- Sururi, M., & Dacholfany, M. I. (2019). Implementation of total quality management in cheap packages education Program in Community Learning Activity Center (PKBM) Maju Jaya Mesuji district lampung Indonesia. *International Journal on Integrated Education*, 2(5), 1-9.
- Venalia, A., & Hajaroh, M. Accountability of equivalency education programs implementation at community learning centers in Bengkayang Regency.

- Wulandari, R. W., Ningrum, R. R., & Wijayanto, W. (2025). Analisis Perkembangan Bimbingan Belajar Ceria Dan Dampaknya Terhadap Hasil Belajar. *Jurnal Pendidikan Sosial dan Humaniora*, 4(1), 1273-1281.
- Yulianingsih, W., & Lestari, G. D. (2017). *Pendidikan masyarakat* (Edisi revisi). Unesa University Press. ISBN 978-602-449-031-7
- Yusnadi, Y., Handayani, S. M., Sudirman, S., Susanti, S., Irwan, M., Hasibuan, J., Harahap, F. I. N., Rosdiana, R., Nainggolan, E., Pranata, S., Handika, T. A., & Pratama, M. Y. (2025). *Konsep dasar pendidikan masyarakat*. Medan: Obelia Publisher.