



ADAPTIVE IMPLEMENTATION OF HIGH SCHOOL EQUIVALENCY EDUCATION FOR CHILDREN IN CONFLICT WITH THE LAW: A QUALITATIVE STUDY AT PKBM ANAK CEMERLANG BENGKULU

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Abstrak: Penelitian ini mengkaji pelaksanaan program kesetaraan sekolah menengah atas (Paket C di Indonesia) untuk Anak Berkonflik dengan Hukum (CICL) di PKBM Anak Cemerlang Kota Bengkulu. Sebagai bagian dari pendidikan nonformal, program ini dirancang untuk memberikan kesempatan belajar yang fleksibel dan inklusif bagi pelajar yang rentan. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan pengelola program, tutor, dan peserta. Temuan ini mengungkapkan bahwa pembelajaran diimplementasikan melalui kombinasi pengajaran online melalui WhatsApp dan pendampingan tatap muka yang terbatas, memungkinkan fleksibilitas dalam mengatasi kendala hukum, kondisi psikologis, dan tantangan sosial-ekonomi peserta. Faktor pendukung termasuk komitmen tutor yang kuat, strategi instruksional yang fleksibel, dan pendekatan pembelajaran humanistik. Namun, tantangan utama tetap ada, seperti akses digital yang terbatas, literasi digital yang rendah, kondisi psikologis yang tidak stabil, dan stigma sosial yang terus-menerus. Studi ini menyoroti pentingnya model pembelajaran adaptif dan berbasis konteks dalam pendidikan non-formal dan berkontribusi pada pengembangan kerangka pendidikan inklusif yang mengintegrasikan fleksibilitas, dukungan emosional, dan pembelajaran digital untuk memastikan akses yang adil bagi pemuda yang terpinggirkan.

Kata Kunci: pendidikan kesetaraan paket c; anak-anak yang berkonflik dengan hukum; pendidikan nonformal; pembelajaran adaptif; pendidikan inklusif; Pusat Kegiatan Belajar Masyarakat

Abstract: This study examines the implementation of a high school equivalency program (locally known as Package C in Indonesia) for Children in Conflict with the Law (CICL) at PKBM Anak Cemerlang in Bengkulu City. As part of non-formal education, the program is designed to provide flexible and inclusive learning opportunities for vulnerable learners. Using a descriptive qualitative approach, data were collected through interviews, observations, and documentation involving program managers, tutors, and participants. The findings reveal that learning is implemented through a combination of online instruction via WhatsApp and limited face-to-face mentoring, enabling flexibility in addressing participants' legal constraints, psychological conditions, and socio-economic challenges. Supporting factors include strong tutor commitment, flexible instructional strategies, and a humanistic learning approach. However, major challenges remain, such as limited digital access, low digital literacy, unstable psychological conditions, and persistent social stigma. This study highlights the importance of adaptive and context-based learning models in non-formal education and contributes to the development of an inclusive educational framework that integrates flexibility, emotional support, and digital learning to ensure equitable access for marginalized youth.

Keywords : high school equivalency education; children in conflict with the law; non-formal education; adaptive learning; inclusive education; community learning center

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INTRODUCTION

Education is fundamentally a conscious and continuous effort to develop individuals' potential through formal, non-formal, and informal learning environments. In many countries, including Indonesia, non-formal education plays a crucial role in ensuring inclusive and equitable access to education, particularly for individuals who are unable to participate in formal schooling due to socio-economic, legal, or personal constraints (UNESCO, 2021). One of the key forms of non-formal education in Indonesia is the **high school equivalency program** (locally known as Package C), which provides an alternative pathway equivalent to senior secondary education.

As part of the non-formal education system, equivalency programs serve as an important mechanism to address educational inequality and school dropout issues. These programs are designed to offer flexible learning opportunities for diverse learners, including marginalized and vulnerable groups (Switri, 2020). In this context, **children in conflict with the law (CICL)** represent a particularly vulnerable population that requires special educational attention. Beyond academic learning, education for CICL functions as a means of social rehabilitation, identity reconstruction, and reintegration into society (Desmita, 2016; Yusuf, 2000).

However, CICL often face complex challenges that hinder their access to education, including psychological distress, social stigma, disrupted learning trajectories, and limited institutional support (Hidayat, 2017; Thompson, 2006). From the perspective of restorative and inclusive education, learning programs for CICL should not only focus on academic achievement but also incorporate emotional support, flexibility, and adaptive learning strategies to accommodate their unique conditions (Law et al., 2016; Manitsa & Doikou, 2022).

Despite the strategic role of non-formal education, previous studies indicate that the implementation of equivalency programs still encounters various challenges, such as limited resources, lack of adaptive pedagogical approaches, and insufficient support systems for learners with special backgrounds (Lisinus & Sembiring, 2020; Mudaim & Solekhah, 2020). In many cases, instructional practices remain conventional and do not fully address the psychosocial characteristics of CICL, which require more humanistic and learner-centered approaches (Goleman, 1995; Santrock, 2016).

Furthermore, existing research on equivalency education for CICL has predominantly focused on policy, access, and participation issues, while empirical studies that explore the **actual implementation of learning practices at the institutional level**, particularly in community learning centers (PKBM), remain limited. This gap is especially evident in local contexts such as Bengkulu City, where socio-cultural and institutional dynamics may differ from other regions.

PKBM Anak Cemerlang in Bengkulu City represents one of the non-formal education institutions that provides a high school equivalency program for CICL. Established as a community-based learning center, this institution not only delivers academic instruction but also integrates social and emotional support into its learning process. Preliminary observations indicate that the program adopts flexible learning strategies, including weekend classes and digital communication platforms, to accommodate the unique conditions of learners. However, these practices have not been systematically documented and analyzed in academic research, limiting their potential as a reference for similar programs.

Therefore, this study aims to fill the existing research gap by providing an in-depth analysis of the implementation of the high school equivalency program for children in conflict with the law at PKBM Anak Cemerlang, Bengkulu City. Specifically, this study focuses on examining learning processes, instructional strategies, and mentoring practices, as well as identifying supporting and inhibiting factors that influence program effectiveness. The findings are expected to contribute to the development of an adaptive and inclusive non-formal education model for vulnerable learners.

METHOD

Research Design

This study employed a qualitative approach with a descriptive design to explore in depth the implementation of a high school equivalency program (Package C) for children in conflict with the law (CICL) at PKBM Anak Cemerlang, Bengkulu City. A qualitative approach was chosen because it enables the researcher to understand participants' experiences, perspectives, and real-life conditions in a natural context (Creswell, 2014).

The descriptive design aims to provide a comprehensive and systematic description of the planning, implementation, and evaluation processes of the program, including identifying supporting and inhibiting factors. This study does not seek to test hypotheses but rather to interpret and present empirical realities based on field findings.

Research Site and Participants

The study was conducted at PKBM Anak Cemerlang, a community learning center in Bengkulu City that provides equivalency education programs for marginalized learners, including CICL.

The participants were selected purposively based on their involvement in the program. They consisted of:

- PKBM administrators
- tutors involved in the equivalency program
- children in conflict with the law participating in the program

This selection aimed to capture multiple perspectives regarding the implementation of the program.

Data Sources and Data Collection Techniques

The study utilized both primary and secondary data sources. Primary data were obtained through:

Table 1. Data Sources and Data Collection Techniques

No	Data Source	Technique	Description	Purpose
1	PKBM Administrators	In-depth Interview	Semi-structured interviews with program managers	To understand program planning, management, and policy implementation
2	Tutors	In-depth Interview & Observation	Interviews and direct observation of teaching practices	To explore instructional strategies and tutor roles
3	CICL Participants	In-depth Interview	Semi-structured interviews with learners	To capture learning experiences and challenges
4	Learning Activities	Observation	Direct observation of teaching-learning process	To examine interaction patterns and learning environment
5	Institutional Documents	Documentation	Review of reports, attendance, and learning materials	To validate and support field data

These multiple data collection techniques were used to ensure data richness and triangulation.

Data Analysis

Data were analyzed using an **interactive analysis model** consisting of:

Table 2. Data Analysis Process

Stage	Process	Description
Data Reduction	Selecting & Simplifying	& Filtering relevant data from interviews, observations, and documents
Data Display	Organizing Data	Categorizing data into themes such as learning strategies, challenges, and support factors
Conclusion Drawing	Interpretation	Identifying patterns, relationships, and key findings
Verification	Validation	Confirming findings through triangulation and consistency checking

This process was conducted continuously throughout the research to identify patterns, relationships, and key findings related to the implementation of the program (Miles, Huberman, & Saldaña, 2014).

Validity and Trustworthiness

To ensure the credibility and trustworthiness of the research findings, several validation strategies were applied in this study. First, **data triangulation** was conducted by comparing information obtained from different data collection techniques, namely interviews, observations, and documentation. This approach allows the researcher to cross-check data and minimize potential bias. Second, **source triangulation** was implemented by involving multiple informants, including PKBM administrators, tutors, and children in conflict with the law (CICL), in order to obtain diverse perspectives on the implementation of the program.

In addition, **member checking** was carried out by confirming the findings with selected participants to ensure that the interpretations accurately reflect their experiences and viewpoints. These validation techniques were employed to enhance the accuracy, consistency, and reliability of the data, thereby strengthening the overall rigor of the qualitative research process.

RESULT AND DISCUSSION

Implementation of the Equivalency Program for CICL

The findings indicate that the implementation of the high school equivalency program for children in conflict with the law (CICL) at PKBM Anak Cemerlang is carried out through three main stages: planning, learning implementation, and evaluation. Overall, the program demonstrates a strong effort to adapt educational practices to the psychological, social, and legal conditions experienced by participants.

This adaptive implementation reflects the core characteristics of non-formal education, which emphasize flexibility, contextualization, and responsiveness to learners' needs (UNESCO, 2021; Switri, 2020). Unlike formal education systems that tend to be rigid, the program allows adjustments in learning strategies to accommodate the unique circumstances of CICL, confirming the role of non-formal education as an inclusive alternative pathway.

Online Learning as an Adaptive Strategy

The study reveals that learning activities are primarily conducted through **online platforms**, particularly WhatsApp, complemented by limited face-to-face mentoring when conditions permit. This hybrid approach emerges as a practical response to the low attendance of CICL in conventional classroom settings due to legal constraints and personal conditions. The use of WhatsApp as a learning medium demonstrates how simple and accessible technology can facilitate educational access for marginalized learners. Although not originally designed as a formal learning platform, its widespread use and familiarity make it an effective tool for communication, material distribution, and interaction. This finding aligns with previous studies

highlighting that flexible and accessible digital tools can enhance participation in non-formal education settings (Mudaim & Solekhah, 2020).

However, the effectiveness of online learning is not solely determined by technology, but also by the pedagogical approach employed by tutors. In this study, tutors actively provide learning materials, voice notes, and short video explanations, as well as individualized support through private communication. This personalized approach reflects adaptive learning practices that respond to learners' diverse needs and conditions (UNESCO, 2021).

Despite these efforts, several challenges remain, including limited internet access, lack of digital devices, and low digital literacy among participants. These findings are consistent with previous research indicating that digital inequality remains a significant barrier in the implementation of online learning for disadvantaged groups (Efendi, 2023).

Humanistic and Flexible Learning Approaches

One of the most significant findings of this study is the strong emphasis on **humanistic and flexible learning approaches**. Tutors play a crucial role not only as instructors but also as facilitators and mentors who provide emotional support to learners.

This approach is particularly important given the psychological conditions of CICL, who often experience anxiety, low self-esteem, and social stigma. By fostering positive emotional relationships and creating a supportive learning environment, tutors help learners rebuild confidence and motivation. This finding supports the humanistic learning perspective, which emphasizes the importance of emotional intelligence and learner well-being in the educational process (Goleman, 1995; Santrock, 2016).

Furthermore, the flexibility in learning time and task submission allows learners to balance education with work and legal obligations. This flexibility is a key strength of non-formal education and has been shown to increase participation and retention among non-traditional learners (Lisinus & Sembiring, 2020).

Supporting and Inhibiting Factors

The implementation of the equivalency program is influenced by several supporting and inhibiting factors.

Supporting Factors

The most influential supporting factors include:

- **Tutor commitment**, reflected in their willingness to provide additional time and individualized guidance
- **Flexible learning methods**, particularly the use of accessible platforms such as WhatsApp
- **Humanistic approach**, which enhances learners' motivation and emotional well-being
- **Institutional support**, including the provision of simplified learning modules

These factors collectively create a learning environment that is adaptive, inclusive, and responsive to the needs of CICL. The findings reinforce previous studies emphasizing the importance of educator support and flexible learning systems in non-formal education (Lisinus & Sembiring, 2020).

Inhibiting Factors

Despite the positive aspects, several challenges hinder the effectiveness of the program:

- **Limited access to digital resources**, including unstable internet connections and lack of devices
- **Psychological instability**, such as stress and anxiety experienced by learners
- **Social stigma**, which affects learners' confidence and engagement

These barriers indicate that educational interventions for CICL must go beyond instructional strategies and address broader social and psychological dimensions. As suggested in restorative

education frameworks, successful learning programs for vulnerable groups require integrated support systems that include emotional, social, and institutional components (Law et al., 2016).

Discussion: Toward an Adaptive, Humanistic, and Inclusive Learning Model

The findings of this study demonstrate that the implementation of the high school equivalency program for children in conflict with the law (CICL) at PKBM Anak Cemerlang reflects a shift from conventional instructional models toward a more **adaptive, flexible, and human-centered approach**. This transformation is not merely technical but represents a pedagogical response to the complex realities faced by vulnerable learners.

From a theoretical perspective, this finding reinforces the argument that non-formal education systems are inherently more capable of accommodating diversity and uncertainty compared to formal education structures (UNESCO, 2021). The flexibility observed in scheduling, instructional delivery, and assessment mechanisms illustrates how non-formal education can function as a **context-responsive system**, particularly for learners with disrupted educational trajectories (Switri, 2020).

Adaptive Learning as a Contextual Necessity

One of the central insights of this study is that adaptive learning is not an optional innovation but a **contextual necessity** in educating CICL. The reliance on WhatsApp-based learning, for instance, reflects a pragmatic adaptation to technological limitations and learners' socio-economic conditions. This aligns with the concept of *appropriate technology in education*, where the effectiveness of a tool is determined not by its sophistication but by its accessibility and usability (Efendi, 2023).

Furthermore, the flexibility in assignment deadlines and learning participation highlights a departure from rigid academic norms toward **learner-centered pedagogy**. Such flexibility is essential for CICL, who often face time constraints due to legal processes and economic responsibilities. This supports previous findings that adaptive learning environments significantly improve engagement among marginalized learners (Mudaim & Solekhah, 2020).

However, this study also reveals that adaptive learning requires a high level of pedagogical sensitivity from tutors. Without careful facilitation, flexibility may lead to decreased academic rigor. Therefore, adaptive learning must be balanced with structured guidance to ensure meaningful learning outcomes.

Humanistic Education and Emotional Recovery

Another critical dimension emerging from this study is the role of **humanistic education** in supporting the learning process of CICL. The strong emphasis on emotional support, trust-building, and motivational encouragement indicates that learning is not solely a cognitive process but also an emotional and social experience.

This finding is consistent with the humanistic learning theory, which emphasizes self-actualization, emotional well-being, and interpersonal relationships as key components of effective education (Goleman, 1995; Santrock, 2016). For CICL, who often experience stigma, anxiety, and low self-esteem, the presence of empathetic tutors becomes a crucial factor in rebuilding confidence and sustaining learning motivation.

Moreover, the study supports the notion that education can function as a **rehabilitative mechanism**. By providing a safe and supportive learning environment, the program contributes to the emotional recovery and social reintegration of learners, aligning with restorative education principles (Law et al., 2016; Manitsa & Doikou, 2022).

Digital Learning: Opportunity and Inequality

While digital platforms enable flexibility and access, this study also highlights the persistent issue of **digital inequality**. Limited internet access, lack of devices, and low digital literacy remain significant barriers to effective online learning. This duality reflects what many

scholars describe as the *digital divide*, where technology simultaneously expands opportunities and reproduces inequalities (Efendi, 2023).

In this context, the use of simple platforms such as WhatsApp can be seen as a strategic compromise between accessibility and functionality. However, reliance on such platforms may limit the depth of learning interaction and assessment. Therefore, future program development should focus on enhancing digital infrastructure and capacity-building for both tutors and learners.

Interplay of Supporting and Inhibiting Factors

The success of the program is shaped by the dynamic interaction between supporting and inhibiting factors. Rather than functioning independently, these factors form a complex ecosystem that influences learning outcomes.

To better illustrate this interaction, the following table presents a conceptual synthesis:

Table 3. Interaction of Key Factors in Program Implementation

Dimension	Supporting Factors	Inhibiting Factors	Implication
Pedagogical	Tutor commitment, humanistic approach	Limited instructional control	Need for adaptive yet structured pedagogy
Technological	Use of accessible platforms (WhatsApp)	Limited devices, unstable internet	Digital inclusion strategies required
Psychological	Emotional support from tutors	Anxiety, low self-esteem	Integration of psychosocial support
Social	Institutional support (PKBM)	Social stigma	Community-based reinforcement needed

This table demonstrates that effective implementation requires a holistic approach that simultaneously addresses pedagogical, technological, psychological, and social dimensions. This finding supports previous research emphasizing that educational success among vulnerable learners depends on integrated support systems rather than isolated interventions (Lisinus & Sembiring, 2020).

Contribution to Theory and Practice

This study contributes to the literature in several ways. First, it provides empirical evidence on how non-formal education institutions operationalize adaptive learning in real-world contexts, particularly for CICL. Second, it highlights the importance of combining flexibility, humanistic pedagogy, and accessible technology as a unified framework for inclusive education.

Unlike prior studies that primarily focus on access and policy, this research offers a practice-based perspective, emphasizing how learning actually occurs in constrained environments. This contribution is particularly relevant for policymakers and practitioners seeking to design more inclusive and responsive education systems.

Implications for Future Development

Based on the findings, several implications can be drawn:

1. Strengthening tutor capacity in adaptive and humanistic pedagogy
2. Improving digital infrastructure to reduce inequality
3. Integrating psychosocial support into learning programs
4. Enhancing community involvement to reduce stigma

By addressing these aspects, equivalency education programs can better fulfill their role in promoting educational equity and social reintegration.

Overall, the findings suggest that the implementation of the equivalency program at PKBM Anak Cemerlang represents an **adaptive and inclusive learning model** tailored to the needs of CICL. The integration of flexible learning strategies, humanistic approaches, and accessible technology enables the program to function effectively despite various constraints. This study contributes to the existing literature by providing empirical evidence on how non-formal education can be operationalized at the institutional level to support marginalized learners. Unlike previous studies that focus primarily on policy and access, this research highlights the importance of **practical implementation strategies**, particularly in terms of instructional adaptation and tutor-learner interaction. The findings also imply that future development of equivalency education programs should emphasize (1) strengthening digital infrastructure; (2) enhancing tutor capacity in adaptive pedagogy; and (3) integrating psychosocial support into learning processes. By addressing these aspects, non-formal education programs can play a more significant role in promoting educational equity and social reintegration for vulnerable populations.

CONCLUSION

This study concludes that the implementation of the high school equivalency program for children in conflict with the law (CICL) at PKBM Anak Cemerlang Bengkulu reflects an adaptive, flexible, and humanistic learning model that responds to the complex needs of vulnerable learners. The program demonstrates that non-formal education can effectively function as an alternative educational pathway by accommodating learners' legal constraints, psychological conditions, and socio-economic challenges.

The findings highlight that the integration of flexible learning strategies, particularly through simple digital platforms, combined with strong tutor commitment and humanistic approaches, plays a crucial role in sustaining learner participation and motivation. At the same time, the study identifies key challenges, including limited digital access, psychological instability, and social stigma, which continue to affect the effectiveness of the program.

This study contributes to the development of non-formal education by providing empirical evidence on how adaptive learning can be operationalized in real contexts, particularly for marginalized groups. It emphasizes that successful implementation requires not only instructional flexibility but also the integration of pedagogical, technological, and psychosocial support systems.

Therefore, future development of equivalency education programs should focus on strengthening tutor capacity, improving digital infrastructure, and integrating emotional and social support mechanisms. Such efforts are essential to ensure that education systems become more inclusive and capable of supporting the reintegration and long-term development of children in conflict with the law.

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