



ENHANCING EDUCATIONAL ACCESS THROUGH NON-FORMAL EQUIVALENCY EDUCATION: A STUDY AT A COMMUNITY LEARNING CENTER IN INDONESIA

Laila Utyani Putri¹, Al Jannah Fadillah², Pusva Diana Sari³,
Shofiya Ajeng Pratiwi⁴, Bimo Samudro⁵

¹⁻⁵Faculty of Education, Universitas Bengkulu, Bengkulu, Indonesia

Email: fadillahaljannah3@gmail.com

Abstrak: Akses ke pendidikan tetap menjadi tantangan kritis di Indonesia, terutama bagi individu yang tidak dapat menyelesaikan sekolah formal karena kendala sosial-ekonomi dan pribadi. Pendidikan nonformal, terutama melalui pusat pembelajaran masyarakat, memainkan peran strategis dalam mengatasi masalah ini dengan memberikan kesempatan belajar yang fleksibel dan inklusif. Penelitian ini bertujuan untuk mengkaji implementasi pendidikan kesetaraan nonformal dalam meningkatkan akses pendidikan bagi peserta didik di pusat pembelajaran masyarakat, PKBM Mutiara Bintang. Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan data yang dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi. Temuan ini mengungkapkan bahwa implementasi pendidikan kesetaraan telah berkontribusi secara signifikan untuk memperluas akses pendidikan dengan mengakomodasi beragam latar belakang peserta didik, membina lingkungan belajar yang aktif dan mendukung, dan mempromosikan motivasi peserta didik. Selain itu, program ini tidak hanya memfasilitasi perolehan pengetahuan akademik dasar tetapi juga membekali peserta didik dengan keterampilan praktis yang relevan dengan kehidupan sehari-hari. Studi ini menyoroti bahwa fleksibilitas, inklusivitas, dan pendekatan yang berpusat pada peserta didik adalah faktor kunci dalam efektivitas program pendidikan nonformal. Temuan ini menunjukkan bahwa pendidikan kesetaraan dapat berfungsi sebagai strategi adaptif untuk mengurangi ketimpangan pendidikan dan mendukung kesempatan belajar seumur hidup.

Kata Kunci: pendidikan nonformal; pendidikan kesetaraan; akses pendidikan; pusat kegiatan belajar masyarakat; pembelajaran inklusif

Abstract: Access to education remains a critical challenge in Indonesia, particularly for individuals who are unable to complete formal schooling due to socio-economic and personal constraints. Non-formal education, especially through community learning centers, plays a strategic role in addressing this issue by providing flexible and inclusive learning opportunities. This study aims to examine the implementation of non-formal equivalency education in enhancing educational access for learners at a community learning center, PKBM Mutiara Bintang. This research employs a qualitative descriptive approach, with data collected through observations, in-depth interviews, and documentation. The findings reveal that the implementation of equivalency education has significantly contributed to expanding educational access by accommodating diverse learner backgrounds, fostering active and supportive learning environments, and promoting learner motivation. In addition, the program not only facilitates the acquisition of basic academic knowledge but also equips learners with practical skills relevant to everyday life. The study highlights that flexibility, inclusivity, and learner-centered approaches are key factors in the effectiveness of non-formal education programs. These findings suggest that equivalency education can serve as an adaptive strategy to reduce educational inequality and support lifelong learning opportunities.

Keywords : non-formal education; equivalency education; educational access; community learning center; inclusive learning

History Article: Submitted 09 December 2025 | Revised 16 February 2026 | Accepted 27 April 2026

How to Cite: Enhancing Educational Access Through Non-Formal Equivalency Education: A Study At A Community Learning Center In Indonesia. (2025). *Journal Education for All: Media Informasi Ilmiah Bidang Pendidikan Luar Sekolah*, 14(2), 90-99.

DOI: <https://doi.org/10.24114/4ph8e429>



INTRODUCTION

Education is a lifelong process that plays an important role in improving the quality of human resources and social welfare (Syaputra & Shomedran, 2023; UNESCO, 2021). In a global context, education is not only seen as a transfer of knowledge, but also as a means to build individual capacity in the face of social and economic change (OECD, 2020; Biesta, 2015). Therefore, the education system needs to provide an inclusive and flexible pathway for all levels of society, including those who cannot access formal education.

Non-formal education exists as a strategic alternative in expanding access to education through a more adaptive and contextual approach (Rogers, 2014; Jarvis, 2012). In practice, non-formal education allows for a learning process that is not rigid, based on the needs of students, and integrated with daily life experiences (Colley et al., 2003). This makes equality education an important instrument in guaranteeing the right to education for marginalized communities.

Access to education remains a fundamental global issue, particularly for individuals who experience barriers to formal schooling due to socio-economic, personal, or structural constraints. Education plays a crucial role in enhancing human capital, promoting social mobility, and improving overall quality of life. As emphasized in lifelong learning perspectives, education is not limited to formal institutions but extends across various contexts and stages of life (UNESCO, 2021; Syaputra & Shomedran, 2023). Therefore, expanding access to inclusive and flexible educational pathways has become a key priority in many developing countries, including Indonesia.

In the Indonesian context, the national education system recognizes three main educational pathways: formal, informal, and non-formal education, as stipulated in Law No. 20 of 2003 on the National Education System. While formal education remains the dominant pathway, it does not fully accommodate individuals who are unable to participate due to economic hardship, geographical limitations, or social factors. In this regard, non-formal education serves as an alternative and complementary system that provides structured yet flexible learning opportunities tailored to community needs (Switri, 2020).

Non-formal education has increasingly been recognized as a strategic approach to addressing inequalities in access to education, particularly for marginalized and underserved populations. Unlike formal education systems, which are often characterized by rigid structures and standardized procedures, non-formal education offers flexibility in terms of time, curriculum, and learning methods, making it more responsive to diverse learner needs (UNESCO, 2021; Switri, 2020).

In the context of lifelong learning, non-formal education serves as an alternative pathway that enables individuals to continue their education outside traditional schooling systems. It plays a crucial role in promoting educational inclusion, especially for those who have dropped out of school or were unable to access formal education due to socio-economic barriers (Lisinus & Sembiring, 2020). Therefore, non-formal education is not merely a substitute but a complementary system that contributes significantly to expanding educational opportunities and reducing inequality.

Table 1. Quantitative Representation of Educational Pathways in Indonesia

Indicator	Formal Education	Informal Education	Non-Formal Education
Structural Rigidity (1-5)	5	1	3
Flexibility (Time & Method) (1-5)	2	5	5
Accessibility for Marginalized Groups	2	3	5
Curriculum Standardization	5	1	3
Responsiveness to Learner Needs	2	4	5
Lifelong Learning Support	2	4	5

Indicator	Formal Education	Informal Education	Non-Formal Education
Inclusion Capacity	2	3	5
Adaptability to Socio-economic Barriers	2	3	5

The table illustrates a comparative quantification of Indonesia’s three educational pathways. Formal education demonstrates high structural rigidity and standardization (score = 5), but relatively low flexibility and inclusiveness (score = 2), indicating its limitations in accommodating diverse learner needs. In contrast, non-formal education shows consistently high scores across flexibility, accessibility, and inclusion (score = 5), reinforcing its strategic role in addressing educational inequality and supporting lifelong learning (UNESCO, 2021; Lisinus & Sembiring, 2020). That means non-formal education consistently outperforms formal education in flexibility, accessibility, and inclusiveness, scoring the maximum value across most indicators. This suggests that non-formal education functions as a highly adaptive system capable of addressing the limitations of formal education, particularly for marginalized populations.

One of the most prominent institutions delivering non-formal education in Indonesia is the Community Learning Center (*Pusat Kegiatan Belajar Masyarakat*). These institutions are designed to empower communities by offering various educational programs, including literacy education, life skills training, and equivalency education programs. Community learning centers function not only as educational providers but also as agents of social empowerment, enabling individuals to improve their knowledge, skills, and socio-economic conditions (Sujana, 2004; Azizah, 2021). Equivalency education is one of the core programs within non-formal education that aims to provide learning opportunities equivalent to formal education levels. In Indonesia, these programs are structured into three levels: Package A (primary), Package B (junior secondary), and Package C (senior secondary). These programs are designed to ensure that individuals who have not completed formal education can still obtain equivalent qualifications and competencies (Weni, 2020).

Beyond certification, equivalency education emphasizes the development of practical skills and life competencies that are relevant to learners’ daily lives. This aligns with the broader goals of non-formal education, which include empowerment, self-reliance, and social participation (Sujana, 2004). Previous studies have shown that equivalency education contributes to increasing learners’ motivation, improving self-confidence, and enhancing their employability (Azizah, 2021).

However, the effectiveness of equivalency education depends largely on how it is implemented in practice. Factors such as curriculum relevance, teaching methods, tutor competence, and learning environments play a critical role in determining learning outcomes. Therefore, understanding the implementation process is essential to assess the actual impact of equivalency education on educational access.

Among the various programs offered, equivalency education plays a significant role in addressing the issue of school dropout, which remains a persistent challenge in Indonesia. School dropout is influenced by multiple factors, including economic constraints, family background, lack of motivation, and social problems. Equivalency education programs—commonly known as Package A, B, and C—are designed to provide learning opportunities equivalent to primary, junior secondary, and senior secondary education, respectively (Weni, 2020). These programs aim not only to provide academic certification but also to develop practical skills and promote lifelong learning among participants.

In a global perspective, equality education is part of a *lifelong learning* framework that emphasizes the importance of access to lifelong learning for all individuals (UIL, 2020). UNESCO (2016) emphasizes that adult and non-formal education plays a role in increasing social participation, economic empowerment, and social inclusion. In addition, learning approaches

in non-formal education tend to be flexible, participatory, and experience-based, which has been shown to be effective in increasing student engagement (Rogers, 2014).

However, several studies show that the implementation of non-formal education still faces challenges in terms of learning quality, tutor competence, and program sustainability (OECD, 2020). Therefore, an implementation model is needed that is not only oriented to access, but also to the quality and relevance of learning.

Despite its strategic importance, the implementation of equivalency education in practice is often influenced by various factors, such as curriculum design, instructional methods, tutor competence, learning facilities, and community support. Previous studies have primarily focused on the role of non-formal education in improving access and participation; however, limited research has explored how equivalency education is implemented at the institutional level, particularly in community learning centers. This indicates a research gap in understanding the practical dynamics of program implementation and its effectiveness in expanding educational access.

The concept of implementation in education refers to how educational policies and programs are translated into actual practice within learning environments. In non-formal education, implementation is often characterized by adaptability, learner-centered approaches, and contextual relevance (Creswell, 2014). Flexible learning strategies, including blended and community-based learning, are commonly applied to accommodate learners with diverse backgrounds and constraints. Research indicates that adaptive learning approaches can significantly enhance learner participation and engagement, particularly among non-traditional learners (Mudaim & Solekhah, 2020). Moreover, the role of tutors in non-formal education is not limited to delivering content but also includes facilitating learning, providing motivation, and supporting learners' personal development. This highlights the importance of humanistic and participatory approaches in creating meaningful learning experiences (Goleman, 1995; Santrock, 2016).

Community Learning Centers (CLCs), or PKBM in Indonesia, play a vital role in operationalizing non-formal education at the grassroots level. These institutions are designed to respond directly to community needs by providing accessible and relevant educational programs. In addition to offering equivalency education, CLCs also promote community empowerment through life skills training and social development initiatives (Sujana, 2004). CLCs are particularly important in addressing educational disparities, as they serve populations that are often excluded from formal education systems. By offering flexible learning schedules and context-based curricula, these institutions help bridge the gap between education and community realities (Riyanto, 2021). However, the success of CLCs depends on their capacity to effectively implement programs that are both inclusive and sustainable.

PKBM Mutiara Bintang in Bengkulu City represents one such institution that actively provides equivalency education programs for diverse learners who have not completed formal education. Through the implementation of Package A, B, and C programs, this institution seeks to expand educational access while simultaneously promoting learners' academic development, life skills, and social empowerment. However, the extent to which these goals are achieved depends on how the program is implemented in practice.

Although previous studies have highlighted the importance of non-formal education and equivalency programs in improving educational access, most research has primarily focused on policy frameworks, participation rates, and general outcomes (Lisinus & Sembiring, 2020; Switri, 2020). There is still limited empirical evidence that explores how equivalency education is implemented at the institutional level, particularly in community learning centers, and how such implementation contributes to expanding educational access in practice.

Furthermore, existing studies often emphasize the role of non-formal education in a general sense, without providing in-depth analysis of the learning processes, instructional strategies, and contextual adaptations that occur within specific institutions. This creates a gap in understanding the practical dynamics and challenges of program implementation in real settings.

Therefore, the novelty of this study lies in its focus on the practical implementation of equivalency education within a community learning center, specifically PKBM Mutiara Bintang. This research provides empirical insights into how non-formal education programs are operationalized to enhance educational access, highlighting the interaction between institutional practices, learner needs, and contextual factors. By doing so, this study contributes to the development of a more grounded and practice-oriented understanding of non-formal education as a mechanism for educational inclusion.

Based on this background, this study aims to analyze the implementation of equivalency education in enhancing educational access for learners at PKBM Mutiara Bintang. Specifically, this research focuses on examining the learning process, identifying supporting and inhibiting factors, and understanding how non-formal education contributes to inclusive and flexible learning opportunities.

METHOD

This study employed a qualitative descriptive approach to explore the implementation of equivalency education in enhancing educational access at a community learning center. A qualitative design was selected as it enables an in-depth understanding of social phenomena within their natural context, allowing researchers to capture participants' experiences, perceptions, and interactions in a holistic manner (Creswell, 2014). The descriptive orientation of this study focuses on presenting empirical findings as they occur in the field without manipulating variables, thereby providing a realistic and contextualized account of the research setting (Sugiyono, 2020).

The research was conducted in October 2025 at PKBM Mutiara Bintang, a community learning center located in Bengkulu City, Indonesia. This site was purposively selected due to its active implementation of equivalency education programs (Package A, B, and C) aimed at expanding educational access for diverse learners, particularly those who have discontinued formal schooling. The primary focus of this study is to examine how equivalency education is implemented in practice and how it contributes to improving educational access for learners.

Table 2. Research Informants

No	Informant Category	Role in Institution	Number of Participants
1	Head of PKBM	Program manager and policy implementer	1
2	Tutors	Facilitators of learning process	2-3
3	Learners	Participants of equivalency education	5-8

Data were collected through multiple techniques, including participant observation, in-depth interviews, and document analysis. Participant observation was conducted by directly engaging in the daily learning activities at the institution, enabling the researcher to gain firsthand insights into the teaching-learning process, interaction patterns, and learning environment. This approach allows for a deeper understanding of the contextual realities of program implementation.

Table 3. Data Collection Techniques and Focus

Technique	Data Focus	Purpose
Observation	Learning activities, interaction patterns	Understanding real practices
Interviews	Experiences, perceptions, challenges	In-depth exploration
Documentation	Institutional records, learning materials	Data validation

In addition, semi-structured interviews were carried out with key informants, including the head of the institution, tutors, and learners. This method provided flexibility for exploring

participants' perspectives while maintaining a consistent focus on the research objectives. The interviews aimed to capture detailed information regarding instructional practices, challenges faced during implementation, and perceived impacts of the program on learners' educational access.

Document analysis was also utilized to complement and validate the data obtained from observations and interviews. Relevant documents, such as learning schedules, teaching materials, institutional reports, and photographic records of activities, were examined to provide additional evidence and ensure data triangulation.

To enhance the rigor of the study, data validity was ensured through triangulation of sources and methods. By comparing information obtained from different data collection techniques and participants, the researcher was able to verify the consistency and credibility of the findings. Furthermore, prolonged engagement in the field and careful interpretation of data contributed to increasing the trustworthiness of the study.

Table 3. Data Analysis Process

Stage	Description
Data Reduction	Selecting, coding, and categorizing relevant data
Data Display	Organizing data into structured forms for interpretation
Conclusion Drawing	Identifying patterns and generating findings

Data analysis was conducted using an interactive model, which involves three main stages: data reduction, data display, and conclusion drawing (Miles et al., 2014). During the data reduction stage, raw data were organized, coded, and categorized based on emerging themes related to the implementation of equivalency education. The data were then presented in a structured form to facilitate interpretation. Finally, conclusions were drawn by identifying patterns, relationships, and key findings that address the research objectives.

RESULT AND DISCUSSION

Institutional Context and Program Orientation

PKBM Mutiara Bintang, located in Bengkulu City, operates as a community learning center that provides non-formal education services aimed at expanding educational access for individuals who are unable to complete formal schooling. The institution offers equivalency education programs (Package A, B, and C), which function as alternative pathways for learners from diverse socio-economic and educational backgrounds.

The findings indicate that the institution not only focuses on academic equivalency but also emphasizes life skills development and community empowerment. This aligns with the broader function of non-formal education as a means of fostering both individual capacity and social inclusion (UNESCO, 2021; Sujana, 2004). The flexibility of learning schedules and the diversity of participants—ranging from adolescents to adults—reflect the inclusive nature of the program and its responsiveness to learners' real-life conditions.

Curriculum and Learning Content

The implementation of equivalency education at PKBM Mutiara Bintang is based on the *Merdeka Curriculum*, ensuring alignment with formal education standards while maintaining flexibility in delivery. Learners are exposed to core academic subjects such as Mathematics, Bahasa Indonesia, English, Natural Sciences, and Social Sciences, alongside civic education. A distinctive feature of the program is the integration of life skills training, including culinary arts, sewing, and basic computer literacy. These vocational components play a significant role in enhancing learners' employability and self-reliance. Previous studies emphasize that combining academic learning with practical skills is essential in non-formal education to ensure relevance and sustainability of learning outcomes (Azizah, 2021; Weni, 2020).

From an analytical perspective, the integration of academic and vocational content demonstrates a dual-orientation model: education as certification and education as empowerment. This reinforces the argument that equivalency education should not be limited to academic equivalence but must also address socio-economic needs (Lisinus & Sembiring, 2020).

Learning Methods and Instructional Strategies

The study reveals that learning methods applied at PKBM Mutiara Bintang are predominantly learner-centered and participatory. Tutors employ interactive strategies such as group discussions, experiential learning, and practical exercises to encourage active engagement. Learners are not positioned as passive recipients of knowledge but as active participants who contribute their experiences to the learning process.

This approach is consistent with constructivist learning theory, which emphasizes the importance of active participation and contextual learning (Santrock, 2016). Furthermore, the use of practice-based learning in vocational programs reflects an experiential learning model that enhances knowledge retention and skill acquisition.

The findings suggest that adaptive and participatory teaching methods are crucial in non-formal education settings, particularly for learners with diverse backgrounds and learning gaps. Such approaches have been shown to improve motivation and learning outcomes among non-traditional learners (Mudaim & Solekhah, 2020).

Role of Tutors and Institutional Management

The role of tutors at PKBM Mutiara Bintang extends beyond instructional delivery to include facilitation, mentoring, and emotional support. Tutors actively create a supportive learning environment, adapt teaching strategies to individual learner needs, and encourage participation in both academic and vocational activities. From a theoretical perspective, this reflects a humanistic approach to education, where the learner's emotional and psychological needs are considered alongside cognitive development (Goleman, 1995). The presence of supportive tutor-learner relationships has been identified as a key factor in increasing learner retention and engagement in non-formal education contexts.

In addition, institutional management plays a critical role in ensuring program effectiveness. The management is responsible for planning learning activities, organizing schedules, providing facilities, and conducting regular evaluations. This organizational support contributes to the sustainability and quality of the program, as highlighted in previous research on community learning centers (Riyanto, 2021).

Learning Support and Environment

The study finds that PKBM Mutiara Bintang provides both academic and socio-emotional support to learners. Personalized assistance, motivational encouragement, and a non-judgmental learning atmosphere contribute to increased learner confidence and participation. The learning environment is designed to be interactive and practice-oriented, supported by facilities such as cooking equipment, sewing tools, and computer devices. This reflects the importance of creating a conducive learning environment that integrates physical, social, and psychological dimensions (Creswell, 2014).

Such an environment supports the development of both cognitive and non-cognitive skills, which are essential for lifelong learning and social integration (UNESCO, 2021).

Challenges and Barriers

Despite its strengths, the implementation of equivalency education at PKBM Mutiara Bintang faces several challenges. These include learners' diverse educational backgrounds, inconsistent attendance due to work or family responsibilities, and varying levels of motivation. From an analytical standpoint, these challenges highlight the structural limitations of non-formal education in addressing complex socio-economic issues. Similar findings have been

reported in previous studies, which indicate that external factors such as economic pressure and social conditions significantly influence learner participation (Lisinus & Sembiring, 2020). Moreover, the need for individualized learning approaches places additional demands on tutors, requiring high levels of adaptability and commitment.

Effectiveness of Program Implementation

The effectiveness of equivalency education at PKBM Mutiara Bintang can be observed through its ability to expand educational access and improve learners' competencies. The program accommodates learners with diverse backgrounds by offering flexible schedules and adaptive learning methods, allowing them to balance education with other responsibilities.

The active involvement of tutors, combined with practical skill development and continuous evaluation, contributes to meaningful learning outcomes. Learners not only gain academic knowledge but also acquire skills that can be applied in real-life contexts, thereby enhancing their employability and self-confidence. To summarize the key findings, the following table presents the main aspects of implementation:

Table 4. Key Findings of Program Implementation

Aspect	Key Findings
Curriculum	Integration of academic and vocational learning
Learning Methods	Participatory and learner-centered approaches
Tutor Role	Facilitator, mentor, and motivator
Learning Environment	Supportive, flexible, and practice-oriented
Challenges	Diverse backgrounds, attendance, motivation
Program Impact	Increased access, skills development, learner confidence

As a broader perspective, the findings confirm that non-formal equivalency education can serve as an effective strategy to reduce educational inequality. The success of the program is largely attributed to its flexibility, inclusivity, and responsiveness to learners' needs. This supports previous research emphasizing the role of non-formal education in promoting educational access and social empowerment (Switri, 2020; UNESCO, 2021).

The findings of this study show that learning flexibility at PKBM Mutiara Bintang is a key factor in improving access to education. This is in line with the concept of non-formal education which emphasizes adaptability to the needs of students (Rogers, 2014). This flexibility allows students with various social backgrounds to still be able to follow the learning process without having to leave other responsibilities.

In addition, the integration of life skills programs in learning shows relevance to *lifelong learning* approaches that emphasize a balance between academic competencies and practical skills (UIL, 2020; European Commission, 2018). Programs such as cooking, sewing, and computers not only improve technical skills, but also strengthen students' economic independence.

However, challenges such as low motivation to learn and inconsistent attendance suggest that the success of non-formal education is not only determined by the curriculum, but also by the psychosocial factors of the learners (Jarvis, 2012). Therefore, humanistic approaches and social support are important elements in increasing the effectiveness of the program.

CONCLUSION

This study demonstrates that the implementation of non-formal equivalency education at PKBM Mutiara Bintang plays a significant role in expanding educational access for learners who are excluded from the formal education system. The findings highlight that the effectiveness of the program is not solely determined by curriculum alignment with national

standards, but more importantly by its flexibility, inclusivity, and responsiveness to learners' diverse needs.

The integration of academic learning with vocational skill development—such as culinary, sewing, and computer training—reflects a holistic approach that combines educational attainment with practical empowerment. In addition, learner-centered and participatory instructional strategies, supported by the active role of tutors as facilitators and mentors, contribute to creating a meaningful and supportive learning environment. These elements collectively enhance learners' motivation, academic competencies, and life skills. From a broader perspective, this study confirms that non-formal equivalency education serves as an adaptive and effective mechanism to reduce educational inequality and promote lifelong learning opportunities. The success of PKBM Mutiara Bintang illustrates how community learning centers can function as key agents in delivering inclusive and context-based education.

Theoretically, this study contributes to the growing body of knowledge on non-formal education by providing empirical evidence on how equivalency education is implemented at the institutional level. Practically, the findings suggest that strengthening tutor capacity, improving learning facilities, and maintaining flexible learning systems are essential for sustaining program effectiveness. Future research is recommended to explore comparative studies across different community learning centers and to examine the long-term impact of equivalency education on learners' socio-economic outcomes.

REFERENCES

- Azizah, N. (2021). The role of community learning centers in improving community education. *Journal of Nonformal Education*, 7(2), 120–128.
- Biesta, G. (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education*, 50(1), 75–87. <https://doi.org/10.1111/ejed.12109>
- Colley, H., Hodkinson, P., & Malcolm, J. (2003). Informality and formality in learning: A report for the Learning and Skills Research Centre. *Learning and Skills Research Centre*.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- European Commission. (2018). *Council recommendation on key competences for lifelong learning*. Official Journal of the European Union.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Jarvis, P. (2012). *Adult education and lifelong learning: Theory and practice* (4th ed.). Routledge.
- Lisinus, R., & Sembiring, R. (2020). *Pendidikan nonformal: Teori dan praktik*. Kencana.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Mudaim, M., & Solekhah, P. (2020). Implementation of nonformal education programs in improving learning outcomes. *Journal of Community Education*, 5(1), 45–53.
- OECD. (2020). *Education at a glance 2020: OECD indicators*. OECD Publishing. <https://doi.org/10.1787/69096873-en>
- Rogers, A. (2014). *The classroom and the everyday: The importance of informal learning for formal learning*. Routledge.
- Santrock, J. W. (2016). *Educational psychology* (6th ed.). McGraw-Hill Education.
- Siregar, C. M., Irwan, M., Sakina, P. D., & Putri, S. M. (2026). Analysis of the Level of Social Media Environmental Literacy among Unimed Students Who Use Instagram and TikTok. *Didakta Nusantara: Journal of Education and Learning*, 1(1), 10–18.
- Sugiyono. (2020). *Metode penelitian kualitatif, kuantitatif, dan R&D*. Alfabeta.
- Sujana, D. (2004). *Pendidikan nonformal: Wawasan, sejarah perkembangan, falsafah dan teori pendukung*. Falah Production.
- Switri, E. (2020). *Pendidikan nonformal dan pengembangan sumber daya manusia*. Deepublish.

- Syaputra, A., & Shomedran, S. (2023). Lifelong learning in nonformal education: A conceptual perspective. *Journal of Lifelong Learning*, 6(1), 15–25.
- UIL (UNESCO Institute for Lifelong Learning). (2020). *Embracing a culture of lifelong learning*. UNESCO.
- UNESCO. (2016). *Recommendation on adult learning and education*. UNESCO Institute for Lifelong Learning.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- Weni, R. (2020). Implementation of equivalency education programs in Indonesia. *Journal of Nonformal Education Studies*, 4(2), 89–98.