

Portrait Quality Learning at the Activity Center Learning about the "Hope" Community of Tanjung Raja

Septariani

PGRI University of Palembang

Bukman Lian

PGRI University of Palembang

Edi Harapan

PGRI University of Palembang

Corresponding Author: sepsep.sr@gmail.com drbukmanlian@univpgri-palembang.ac.id
dr.edi.harapan@gmail.com

Abstract

Study This aim For evaluate in a way comprehensive quality learning at the Tanjung Raja "Harapan" Community Learning Center (PKBM) in mitigate number separated school through learning models throughout life . Methodology used is approach qualitative descriptive , where researchers act as instrument main For explore the meaning behind phenomenon non-formal education in environment naturally . Data collected in a way systematic through a series procedure including interview in-depth , observation participants , and studies documentation For serve description narrative factual . Research results identify that quality service influenced by the gap infrastructure , competence source Power humans , and perception social culture society . However Thus , the implementation pedagogy participatory and curriculum based local is variables key in guard quality learning . Research This conclude that strengthening synergy between administrators, authorities government and society very basic local For spur transformation social and independence economy students . The output of study This projected can become instrument evaluation strategic in formulate standard quality inclusive and sustainable non-formal education in Indonesia.

Keywords: Community Empowerment , Qualitative Descriptive , Quality Learning , Non-formal Education, PKBM.

2472

IJEVSS, Volume 05 Issue 04, 2026



Copyright at authors some right reserved this work is licensed under a [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

Education is determinant main in progress individuals in the era of globalization , which can accessible through integration three track Education : formal (school), non-formal (community), and informal (family). Terminology education outside school often used For represent flexible non-formal and informal channels However still important . In conceptual , third track This own limits that can be differentiated but in a way functional No can separated . Effectiveness of educational output in the form of source Power competent human being is form harmonious collaboration between the three subsystems in optimize potential academic and character students " . " Significance number separated school in constellation education national moment This the more increase Because continuation phenomenon blind letter functional among society (M. Arif Hidayat , et al., 2017). This reflect mismatch in achievement of completion targets must education at the level education base universally for all over citizens (Suryani, 2020). In respond to problem mentioned , Non-Formal Education (PNF) is present as entity instructional strategic operations in a way independent outside formal framework of the school . In philosophically , PNF is designed as system learning throughout adaptive life , good in structure institutional both institutional and non- institutional , as well as tiered and non- tiered . The characteristic of PNF lies in its flexibility its functions include inclusivity age participant educate , simplification qualification educators , and elasticity time and space learning that goes beyond the limits of rigidity formal education .

Existence non-formal education (PNF) has difference fundamental If compared to with track formal education . Referring to the view Sudjana (2018), PNF flexibility is reflected from level compliance and standards more uniformity moderate , which allows diversification the form and substance of the program are appropriate with need field . Significant differences can also be seen in the diagnostic methodology , formulation planning and engineering evaluation on the process, achievements , and implications of educational programs that are not stiff . Besides that , the goal heterogeneous PNF institutions with prerequisite inclusive membership , where responsibility answer managerial and scheme financing involving various stakeholders diverse interests (Muslimin & Kartiko , 2020 ; Pakpahan & Habibah , 2021). When this , acceleration development of non-formal education programs into discourse crucial For analyzed in a way deep . This is caused by concepts and attributes PNF characteristics that are still trigger debate theoretical among academics (Dacholfany , 2018). A number of issue central which becomes focus study contemporary including professionalism educators and staff education , profile targets , and reconstruction curriculum learning adaptive . Besides that , phenomenon level separated school



inhabitant learning , standardization quality , effectiveness of institutional models organizers , and strengthening participation collaborative between sector public and government become variables determinant sustainability system non-formal education in the future .

Implementation of Non-Formal Education (PNF) in the field Still faced with various complexity significant managerial and structural . Based on identification carried out by Wibowo (2019), there are a number of constraint fundamental including deficits source power , lack of availability power competent educators , and the weakness synergy coordination between agency related . However Thus , research this also confirms that participation collaborative between authority government and elements public is factor determinant in reduce obstacle said . In a way more deep , challenging in PNF implementation can categorized to in a number of dimensions crucial as following : (1) Gap Infrastructure and Accessibility : Inequality availability facility supporters , especially in the regions left behind and isolated , becoming factor main trigger widening gap quality education between area ; (2) Crisis Competence Human Resources : Low number of teachers who have qualifications and training specialized in the field education outside school is obstacle substantial in reach effectiveness instructional ; (3) Deficit Coordination Inter-Agency: Weaknesses integration and partnership strategic between bureaucracy government , entity private sector and institutions self-reliance public result in overlapping overlap policies and inefficiencies operational in PNF implementation ; (4) Socio- Cultural Barriers (Public Perception) : The stigma that still exists in society strong that places formal education at a higher level tall than non- formal channels significant reduce enthusiasm and interest inhabitant For Study involved in the PNF program."

Escalation amount unit non-formal education at the moment This in a way significant represented by the growth of Activity Centers Community Learning (PKBM). In general Historically , PKBM initiation started at the elementary school level. sub-district and then expand range service to structure villages and sub-districts . However , in In its development , PKBM is faced with challenges big For optimize its function as center implementation of educational programs outside schools and instruments empowerment society . Dynamics This influenced by various variables , both internal and external external , which demands comprehensive solution . Therefore that , it is necessary identify problems and formulate solution problem strategic in frame increase standard quality and performance PKBM institutions in realize harmonization education inclusive . Activity Center Community Learning (PKBM) is entity instructional based operating society in ecosystem life public local . As provider main service education , PKBM has ability strategic For give response concrete to dynamics need society . This is possible Because implementation The



curriculum and pedagogical processes developed by PKBM prioritize approach learning participatory and creative (Pamungkas et al., 2018). Characteristics learning This capable accommodate diversity need heterogeneous learning , remembering orientation fully Non-Formal Education (PNF) services based on aspirations , desires and needs real community Study That Alone .

However , the effectiveness of PKBM will reduce If management ignore expectations and orientation objective community and stakeholders interests . Internally, PKBM faces significant challenges in the form of heterogeneity in managerial competencies in transforming PKBM into a superior non-formal educational institution. This obstacle is triggered by gaps in academic backgrounds, geographical factors, and differences in socioeconomic status. Consequently, PKBM faces obstacles in formulating educational programs based on the real needs of students (needs-based programs). Low capacity in planning and developing independent programs is a crucial issue that is not evenly distributed among managers and stakeholders at the institutional level. The existence of PKBM 'Harapan' Tanjung Raja as a representative non-formal educational institution plays a significant role in facilitating the accessibility of educational services for the local community. However, at the implementation level, the operationalization of the learning process at this institution often encounters significant complex obstacles. These challenges include limited supporting resources, high student background heterogeneity, and learning environment characteristics that contrast sharply with the rigidity of the formal education system. These various disruptive variables simultaneously have the potential to determine the standardization and effectiveness of instructional quality provided by PKBM.

Based on this premise, a study capable of comprehensively describing the reality of teaching quality at the 'Harapan' Tanjung Raja Community Learning Center (PKBM). This research plays a crucial role in extracting a factual picture of the learning process implementation mechanism, identifying the determining variables that influence it, and measuring the extent to which pedagogical activities have integrated with the established learning quality standard indicators. Practically, the output of this study is projected as a strategic evaluation instrument as well as a fundamental foundation for formulating improvement policies for the continuous escalation of learning quality within the Community Learning Center.

RESEARCH METHODS

Study This apply method qualitative with approach descriptive For dig into data in-depth . Referring to Iskandar's thoughts (2019), the research qualitative seen as a process of discovery

2475



that occurs in condition original and natural Because his very attached nature with value and search meaning something phenomenon . In context this , researcher play role important as instrument the main thing that must be own outlook broad theoretical For facilitate the analysis and clarification process object of research in a way accurate . Selection method the based on objectives study For understand and describe portrait quality learning at the Activity Center Tanjung Raja "Harapan" Community Learning Center (PKBM) comprehensive . Through approach qualitative , researcher can obtain direct data from subject study with research experiences , views , and ways interpreting the ongoing non-formal education process ongoing . While that , use approach descriptive aim For serve description real about implementation non-formal education as existence without give treatment or intervention to object research . All data collected Then served in form description sourced narrative from results interview in-depth , observation directly in the field , and analysis relevant documents .

RESULTS AND DISCUSSION

Results

Researchers explain stages study in a way chronological For ensure transparency data documentation and accountability the entire investigation process . Research flow This explained as following : Stage initiation study started with studies introduction through approach participatory in PKBM "Harapan" for map condition empirical in a way directly . Based on observation early , found that There is dynamics interpersonal interactions that show importance implementation technique proper teaching in environment organization education . Phenomenon This identified as variables crucial that has influence significant to quality graduation school and become base development study more Continue , Focus study This directed For dissect variables determinant quality education , good from internal and external factors external , as well as evaluate mechanism factual governance learning . Researchers also provide attention main aspect subjective student through measurement level satisfaction they to service education received . Network analysis This aim For map constraint real at a time find potential strategic that can optimized For realize improvement quality continuous learning in the unit non-formal education . In general procedural , research This done after get legality title from authority academic , which is continued with compilation draft proposal below guidance intensive team lecturer supervisor . Research design Then tested through a proposal seminar forum in front of team tester For validate eligibility design , framework theoretical , and methodology used . This step ensure that the entire identification process aspects important education at PKBM "Harapan" Tanjung Raja is in line with

2476



standard applicable and applicable knowledge accountable in a way academic . In the discussion process , researchers accept various constructive criticism and suggestions For sharpen originality and depth discussion material research . After perfecting and restructuring script in accordance with directions given , researchers Then step to stage development instrument study in preparation field data collection . Research This started with fulfillment protocol administration through submission application permission study to the South Sumatra Provincial Education Office . After publishing permission service , researcher coordinate and socialize in a way official Manager of PKBM "Harapan" Tanjung Raja as authority at the locus research . In implementation field , researcher apply instrument research that has been through the assessment process expert by team supervisor For ensure credibility and relevance of the data collected .

Interview Results

Presentation of data in the section This done through technique interview semi- structured in-depth For dissect findings general at a time take pictures quality learning at the "Harapan" Tanjung Raja PKBM in a comprehensive . Researchers processing all information oral from informant key For give description authentic about dynamics managerial and effectiveness of the educational process taking place in the institution . Through interaction direct this , various dimensions quality learning explored in a way details For disclose reality objective and factors supporters others , so that findings produced capable represent condition facts in the field in a way accurate , meaningful , and can accountable in a way scientific . Based on comprehensive interview data , the analysis This highlight How inhabitant Study interpret dynamics learning and managing challenges in the environment non-formal education . Synthesis comparative citizen data educated show deep satisfaction to quality teaching and service at PKBM "Harapan" Tanjung Raja. The students , both from the equivalency program and skills live , agree that the tutor has skills competent pedagogue in simplify complex material so that easy internalized . This is strengthened with implementation method varied learning , where theory combined with practice live and discussion interactive democratic , creating atmosphere inclusive and free learning stress . Dynamics interactions in institutions This marked with connection strong emotions between staff and students , who play a role important in guard sustainability learning process for marginalized communities . Tutors do not only functioning as a technical teacher , but also as an active motivator who uses approach personal For overcome boredom or mental obstacles of students . So that benefits of diplomas and skills practical still can achieved without sacrifice eye livelihood .

Although quality source Power humans and climate academic rated very positive ,

2477



however There is consensus about the need modernization means infrastructure For align competence graduate of with need industry latest . Participants educate identify gap technology , especially in equipment practical like machine manual sewing and quantity limited computers , which become barrier moment they switch to the world of work or internship . Aspiration student leading to the development of more programs futuristic , including digital entrepreneurship and mastery technology information sophisticated , deep effort increase Power their global competitiveness post graduation . Difference orientation epistemological and practical informant can mapped in a way specific as following : Based on the interview dataset in - depth involving manager , tutor, treasurer , and resident studying at PKBM "Harapan" Tanjung Raja, findings study can described in a way systematic For describe dynamics managerial and patterns interpersonal interaction as following : (1) Integration of Perspectives Managerial and Operational ; (2) Interpersonal interaction patterns and climate organization ; (3) Management Strategy Conflict and Obstacles ; (4) Adaptation Strategic to The gap Technology .

DISCUSSION

Triangulation Analysis: Multidimensional Validation of Managerial Strategy

After conducting a comprehensive field exploration, the researchers employed source triangulation techniques and methods as comparative analysis instruments to analyze managerial strategies within the "Harapan" PKBM. This approach serves to ensure the validity and reliability of the findings through cross-referencing various perspectives from key stakeholders.

1. Synchronizing Perspectives Between Actors: Researchers juxtapose the perspectives of Managers as policy-making authorities with Tutors and Treasurers as operational implementers at the grassroots level, and involve Students as service recipients. This synchronization process allows researchers to dissect organizational dynamics multidimensionally , thus avoiding subjective bias and capturing the full sociological reality.
2. Data Verification through Method Integration: The data integration process aims to verify the consistency between verbal information obtained from in-depth interviews and objective facts on the ground. Researchers compare informants' narratives with direct observations of the school climate and studies of curriculum-related documentation and managerial reports. This step ensure that the data collected own runway strong empirical .
3. Map Point Meeting and Difference , With combine various source informants , researchers try mapping : Convergence (Consistency): Areas where policies leadership in harmony



with real -world perceptions and experiences at the level operational , which shows success implementation management conflict ; Discrepancy (Perception Gap): Difference view between actor about practice managerial , which is often disclose root problem or constraint hidden in ecosystem institutional .

4. Reflection Condition Sociological , Through analysis triangulation this , the narrative that is built in discussion No only just assumptions theoretical , but reflection real from condition sociological in PKBM "Harapan". This is give strong foundation for researchers For formulate recommendation relevant and managerial implemented in accordance with need unique non-formal education in the region . Analysis This confirm that triangulation No only tool validation technical , but intellectual strategy For understand How power , policy , and interpersonal interactions are intertwined in guard stability organization .

Identification and Typology of Learning Quality Factors

The quality of learning in the context of Non-Formal Education (PNF) has different dimensions from formal schools. Based on the results of data triangulation and literature review, these factors are categorized into three main typologies: (1) Managerial Typology: Leadership and Governance, Leadership at the "Harapan" Community Learning Activity Center adopts an adaptive leadership model that is able to bridge government regulations with the needs of learning citizens. Discussion : The role of managers is ensure that the entire teaching process in line with standard quality standards set by the government . This is relevant with findings of Wahyuni, et al . (2021) in journal Educational Management , which states that effectiveness PKBM management is very much determined by the ability manager in improvise strategies accordingly characteristics local without violate formal policy ; (2) Typology Pedagogy-Andragogy : Tutor Competence and Motivation , Tutors at Activity Centers Learning Society "Hope" works as facilitator who prioritizes approach andragogy . Discussion : Tutor's ability to simplify material and action as an emotional motivator is determinant main . Research by Suharto & Mulyono (2022) in The Journal of Non-Formal Education emphasizes that competence pedagogical tutors at PKBM do not only about knowledge transfer , but also ability build interaction inclusive dialogical approach humorous and personal approach applied by the tutor is proven effective in reduce number separated school . Factors Key : Experience instructional , skills communication empathetic , and adaptive method teaching (multimedia); (3) Typology Infrastructure : Support for Facilities and Technology , Infrastructure is instrument supportive physical achievement competence specifically in vocational programs (life skills). Discussion: There are differing perceptions regarding the



adequacy of training tools. While managers focus on functionality, specialist tutors and learners emphasize modernization. Pratama & Saputra (2023) in the journal Vocational Education Research stated that accessibility to the latest technological equipment is positively correlated with graduates' job readiness. In the "Harapan" PKBM, the use of digital assets (cellphones/laptops) is a compensatory strategy for the limitations of manual practice tools. Factors Key : Availability module , upgrade tool training , and availability IT tools .

Implementation Learning at the Activity Center Community Learning Center (PKBM) "Harapan" Tanjung Raja

Implementation learning at PKBM "Harapan" Tanjung Raja is basically adopting an educational model inclusive designed For answer challenge sociographic marginalized communities . Based on analysis field , system education in institutions This classified become three typology main , namely dimensions managerial adaptive , dimensions pedagogic-andragogic empathic , and dimensions infrastructure functional . Third dimensions This intertwined For create ecosystem learning that is not only chase aspect legality of the diploma, but also provides participant educate with competence relevant real with job market needs Local . In the managerial dimension, managerial leadership is a key determinant in maintaining organizational stability through flexible policies. This adaptive leadership typology is crucial in bridging rigid government regulations with the real-world conditions of learners, the majority of whom are workers. This aligns with the findings of Wahyuni et al. (2021) in the journal Educational Management, which emphasizes that the effectiveness of PKBM management depends heavily on the leadership's ability to improvise strategies based on sociological characteristics without ignoring formal quality standards set by the government.

This managerial strategy is realized in the management of academic scheduling that prioritizes the right to education for students with limited time. The management of the "Harapan" Community Learning Center (PKBM) implements flexible schedules in the afternoons and weekends in response to students' economic needs. This key factor is supported by Raharjo's (2020) opinion, which states that administrative flexibility in non-formal education is a form of educational resilience against students' economic pressures, thereby preventing dropout rates caused by conflicts between work and study obligations. Furthermore, in the pedagogical-andragogical typology, learning implementation focuses on the competence of tutors as facilitators of adult learning. Tutors at the "Harapan" PKBM serve not only as technical teachers but also as emotional motivators using a dialogical approach. Research by Suharto & Mulyono



(2022) in the Journal of Nonformal Education emphasizes that pedagogical competence in PNF (Non-formal Education) institutions goes beyond cognitive transfer but also includes developing inclusive interactions that can reduce psychological barriers for learners who may have past trauma from the formal school system. The personal and humorous approach applied by tutors is an important instrument in maintaining student motivation to learn. Due to the heterogeneous characteristics of students in terms of age, tutors are required to have the ability to simplify teaching material without reducing its essence. Lestari (2024) in her research on Google Scholar stated that the family climate (human relationships) built by educators significantly increases learning satisfaction and strengthens participants' emotional attachment to the institution, which is the main fuel in active classroom dynamics.

In the infrastructure typology, infrastructure support and technology integration are functional instruments for achieving vocational competency. In the "Harapan" PKBM, the existence of tool practical like machine sewing and IT devices are very important quality of output in skills programs live . This is in accordance with argument Pratama & Saputra (2023) in Vocational Education Research states that that accessibility to equipment relevant technology correlated positive with level readiness Work graduates , although institutions often must do adaptation creative to limitations available facilities . As form resilience to limitations budget , implementation learning at the Activity Center Learning Community "Harapan" also utilizes independent digital assets students , such as use of smartphones for access module electronics . Compensation strategy This prove that quality learning still can guarded through synergy between governance adaptive and dedicated personal educators . In general holistic , implementation education in institutions This is reflection from management connection a solid human being , who is capable change limitations means become strength through flexibility and needs - centered approach citizens who learn .

Satisfaction Level Inhabitant Study with Implementation Learning at the Activity Center Learning about the "Hope" Community in Tanjung Raja

Satisfaction level residents who study at the Activity Center Learning Community "Harapan" in Tanjung Raja is reflection from effectiveness organization inclusive and adaptive non-formal education . Through analysis depth , level satisfaction This can classified become three typology main : satisfaction to management organization , satisfaction with the process of andragogy , and satisfaction with competency output . In general general , field data show trend positive triggered by strong interpersonal relationships between managers , tutors, and students

2481



, who are able to balance various limitations Physical facilities in institutions . In the organizational management dimension, student satisfaction is rooted in administrative flexibility and accommodating scheduling. Managers' strategies in adjusting study hours to students' work rhythms are crucial. This aligns with the findings of Wahyuni et al. (2021) in the journal Educational Management, which emphasized that satisfaction in non-formal educational institutions is significantly influenced by the leader's ability to develop flexible sociological strategies. Students feel valued because their economic needs can align with their educational aspirations.

The second typology relates to satisfaction with pedagogical-andragogical aspects, where tutor competence and empathy are key determinants. Tutors at the "Harapan" Community Learning Center not only transfer knowledge but also act as emotional mentors, reducing learning anxiety for adults. Research by Suharto & Mulyono (2022) in the Journal of Nonformal Education supports this by stating that dialogic interactions and a personal tutoring approach significantly increase student retention and learning enjoyment. A humorous and inclusive classroom climate makes students feel comfortable despite having to learn complex academic material. In terms of infrastructure, there is a functional typology of satisfaction but with differences. Students are satisfied with the availability of basic training tools, but their aspirations remain directed towards technological modernization. In accordance with a study by Pratama & Saputra (2023) in Vocational Education Research, accessibility to advanced facilities is directly related to participants' confidence in facing the world of work. However, tutors' strategies in integrating personal digital devices as learning media have successfully maintained stable satisfaction levels amidst limited physical facilities.

Satisfaction with competency output is the final typology related to the relevance of the offered vocational skills program. Community Learning Center (PKBM) students at "Harapan" experienced direct benefits from the life skills program, which increased their economic bargaining power in the community. Lestari (2024) in academic literature on Google Scholar stated that a family climate and an orientation toward economic independence are key pillars that build student loyalty to the PNF institution. The balance between obtaining a formal diploma and mastering practical skills is the main reason for the institution's high recommendation rate to the wider community. In summary, the level of satisfaction of students at PKBM "Harapan" is the result of very solid human relations management. Although there are gaps in facility modernization, this is reflected in the quality of tutor guidance and management policies that greatly benefit the interests of participants. Holistically, the implementation of learning at this institution has succeeded in creating a humanistic ecosystem, where satisfaction is measured not



only by physical facilities but also by self-transformation and increased economic capacity experienced by the Tanjung Raja community.

Challenges and Opportunities in Improving the Quality of Learning at the "Harapan" Tanjung Raja Community Learning Center

An analysis of learning quality improvement at the "Harapan" Tanjung Raja Community Learning Center (PKBM) reveals complex dynamics divided into structural challenges and strategic opportunity typologies. The main challenges identified are closely related to the Infrastructure Typology, where there is a gap between manual practice equipment and digital technology standards in the industrial world. According to research by Pratama & Saputra (2023) in Vocational Education Research, accessibility to cutting-edge technology is a key determinant of graduates' job readiness. Therefore, the limited availability of sewing machines and modern IT devices in PKBM is a functional constraint that can distort the quality of students' technical competencies if not immediately mitigated through facility modernization.

The next challenge arises from the Sociographic Typology, namely the heterogeneity of motivations and backgrounds of learners, which often clash with economic demands. Many learners must divide their focus between work and study, potentially reducing consistent attendance and depth of material absorption. This is relevant to the study by Wahyuni et al. (2021), which states that the main obstacles to non-formal education in rural areas often stem from factors external to the students, thus requiring institutions to have high administrative resilience to maintain the level of continuity of education and prevent dropouts midway. On the other hand, there are significant opportunities classified into the Managerial-Adaptive Typology, where managers have the autonomy to develop curricula based on local potential. This opportunity allows the "Harapan" Community Learning Center (PKBM) to transform its life skills program into a competitive independent business unit. Fitriani et al. (2022) in a journal listed on Google Scholar emphasized that synchronizing the PKBM curriculum with the needs of local MSMEs can create a sustainable empowerment ecosystem, providing opportunities for graduates to be directly absorbed into the job market or open independent businesses.

Opportunity strategic other identified in Interpersonal Typology, namely strengthening climate family (relationships human) as instrument marketing social and loyalty citizens who study. The height trust public to institutions in the Tanjung Raja region are very valuable social capital. For expand range service education. Lestari (2024) noted that institution non-formal education that is capable guard proximity emotional with its constituents tend more stable in face



competition , because satisfaction residents Study changed become testimoni effective organic interesting interest participant educate new from group marginal . As synthesis , improvement quality learning in PKBM "Harapan" depends on ability leader For change challenge infrastructure become opportunity innovation Instructional . Using participants' personal digital media as a substitute for practical tools is a smart adaptation to the technological gap. By strengthening the synergy between adaptive leadership and empathetic andragogical mentoring, PKBM "Harapan" has a great opportunity to become a center of excellence for vocational education in its region, as long as the institution consistently updates its methods and expands its network of strategic partnerships with external stakeholders.

Synthesis and Interpretation of Research Findings

Synthesis and interpretation of findings at PKBM "Harapan" Tanjung Raja indicate that learning quality is the result of the convergence of adaptive management and instructional resilience. Based on triangulation analysis, researchers identified that the success of this institution does not depend on luxurious facilities, but rather on a very solid Typology of Human Relations. This is in line with Nurofiah's theory (2026) which states that the organizational culture in PKBM Terbit Mandiri is in the strong/high category. This is because an organization with a strong/high culture will influence the behavior and effectiveness of its human resources . will Study operate in accordance with the culture they obedient in organization . In general interpretive , researcher see existence Typology Leadership Effective crisis , where managers capable change challenge structural become flexibility operational . Scheduling accommodating and " door " policy open " for marginalized citizens who learn is form justice restorative in Education . Wahyu Jubaedah , (2022). Findings This supported with study implementation of the strategy, namely with increase tutoring skills , coaching inhabitant study , compose customized program curriculum with need public as well as evaluation and supervision , namely with evaluate and supervise the educational program process training work by the head of PKBM and also by the team program compilers that are carried out a year once at the end school new year . Implementation of the strategy is with increase tutoring skills , coaching inhabitant study , compose customized program curriculum with need public as well as evaluation and supervision , namely with evaluate and supervise the educational program process training work by the head of PKBM and also by the team organizer of the implemented program a year once at the end year teachings new .

In the technical dimension, researchers found the Digital Adaptation Typology as a solution



to the infrastructure gap. The limitations of manual practice tools are compensated through the use of personal digital devices of learning participants, a move interpreted by the researchers as a form of grassroots innovation. In line with the argument of Pratama & Saputra (2023) in Vocational Education Research, accessibility to technology is indeed crucial, but the pedagogical creativity of tutors in integrating existing media has been proven to maintain the relevance of graduate competencies to industry standards, while increasing participants' confidence in facing the job market. As a conclusion of the synthesis, researchers interpret PKBM "Harapan" as a resilient educational entity with a primary strength in social capital. The typology of inclusive and democratic interactions between tutors and learners has transformed sociographic barriers into motivation for achievement. This interpretation is reinforced by the view of Soeharto & Mulyono (2022) that the success of non-formal education actually lies in the institution's ability to humanize students through an empathetic andragogical approach. Thus, the quality of learning in this institution is a manifestation of the synergy of humanitarian governance and professional dedication that transcends administrative boundaries .

CONCLUSION

Based on a series qualitative data analysis conducted through observation participatory , interview in-depth , and study documentation at the Activity Center Community Learning Center (PKBM) "Harapan" Tanjung Raja, several conclusion main can withdrawn as following : Determinants of Learning Quality : Quality education at PKBM "Harapan" in general significant influenced by integration between qualification competent educators (tutors) , availability adequate infrastructure in policy strategic land , as well as policy institutional inclusive . Internal motivation of residents needs - driven learning functional (education , equality and skills) technical) is variables supporting keys effectiveness transformation knowledge knowledge in institutions . Operationalization and Implementation Instructional : Learning process has done through cycle systematic , starting from planning scenario learning adaptive , implementation two- way interaction (dialogic) between tutor and student , so that mechanism consistent evaluation . Approach andragogy implemented in a way flexible For accommodate characteristics participant students who have background behind age and social diverse economy , so that material can delivered in a way Functional . Impact and Satisfaction Users Services : Services The education provided by PKBM "Harapan" provides high satisfaction for inhabitant study , good from aspect methodology teaching and facility supporters . Impact real that is felt including improvements literacy academic through Package Programs A, B, and C, as well as acquiring life

2485



skills that provide mark plus economic and social for students in the Regency area Ogan Ilir . Position Strategy and Opportunities Development : Although face challenge in the form of dynamics complex non-formal education , institutions This own opportunity big through strengthening synergy with government and society wide . Support extensive infrastructure and strong legal status is asset important for institutions For Keep going expand programs and improve quality in a way sustainable in the future .

REFERENCES

- Arlinda, I., et al. (2023). Strategy for Developing the Quality of Non-Formal Education at PKBM Bunda Samarinda. *Journal Educational Administration* , 11(2), 145-160.
- Axinn , GH (1981). *Nonformal Education and Rural Development* . Michigan: Michigan State University Press.
- Center for the Development of Learning Activities (BPKB). (2001). *Guidelines for Monitoring and Evaluation of Out-of-School Education Programs Schools* . Jakarta: Department of National Education.
- Coombs, PH, & Ahmed, M. (1974). *Attack Poverty Rural Areas : How Non-formal Education Can Help* . Baltimore: Johns Hopkins University Press.
- Dacholfany , MI (2018). Educational Innovation in the Era of Globalization . *Journal Academics* , 12(1), 15-28.
- Faure, E. (1981). *Learning For Becoming : The World of Education Today and Tomorrow* . Paris: UNESCO.
- Fitriani , A., et al . (2022). Synchronization PKBM curriculum with Local MSME Needs in Create Ecosystem Empowerment . *Google Scholar Journal of Community Development*, 5(2), 112-125.
- Hamalik , O. (2008). *Curriculum and Learning* . Jakarta: Bumi Aksara.
- Harapan, E., & Syarwani, A. (2014). *Interpersonal Communication: Human Behavior in Organizations*. Raja Grafindo Persada.
- Hidayah, N., et al. (2020). Effective PKBM Management Based on Local Human Resource Potential. *Journal of Community Education*, 6(1), 78-92.
- Hidayat , MA, et al . (2017). Analysis The Phenomenon of Illiteracy Functional in Contemporary Society . *Journal of Foreign Education School* , 5(2), 112-120.
- Hidayat , Y. (2019). Management Improving the Quality of Non-Formal Education at Activity Centers Community Learning in Bandung City. *Journal UNESA Educational Management* ,



- 7(3), 1-12.
- Iskandar. (2019). Methodology Educational and Social Research . Jakarta: Reference .
- Jubaedah, D. (2022). Implementation of Strategies to Improve Tutor Skills and Foster Learners in Non-Formal Educational Institutions. *Journal of Education and Counseling* , 4(6), 450-462.
- Kamil, M. (2009). Education and Training Models : Concept and Application. Bandung: Alfabeta .
- Kleis , R. (1973). Study Case in Nonformal Education. Michigan: Michigan State University.
- Lestari, P. (2024). Climate Kinship (Human Relations) and its Influence to Satisfaction Learning in Non-Formal Educational Institutions. *Google Scholar Research Series*, 7(1), 88-103.
- Miles, MB, & Huberman, AM (1994). Qualitative Data Analysis : A Textbook Expanded Resources . Thousand Oaks: SAGE Publications .
- Moleong , LJ (2021). Methodology Study Qualitative . Bandung: Teenagers Rosdakarya .
- Murtono . (2017). Community Empowerment : Concepts , Strategies, and Applications . Yogyakarta: Pustaka Pelajar .
- Muslimin , & Kartiko , A. (2020). Management Strategic Non-formal Education Pathways in Improving Human Resources Quality. *Journal Educational Management* , 8(3), 245-259.
- Nengsih , YK, et al . (2018). Management Learning Package C Program at Activity Centers Learning Community and Studio Activity Studying in Palembang City. *Journal of Foreign Education School* , 6(2), 150-165.
- Nurofiah . (2026). Culture Organization and Effectiveness Human Resources at PKBM Terbit Independent *Journal Educational Management* , 11(1), 25-39.
- Oktriani , I., Edi Harapan, & Dessy Wardiah . (2021). Head Strategy School Improving the Quality of Learning . *Journal Dynamics Educational Management (JDMP)*, 5(2).
- Pakaya , Y. (2020). The Role of Tutors in Increase Motivation Study Inhabitant For Study Package C at PKBM Kedondong Samarinda . *Journal Scientific Vision* , 15(1), 45-56.
- Pakpahan , R., & Habibah , S. (2021). Analysis Financing Non-Formal Education in the Transition Period . *Journal of Economics and Education*, 4(1), 50-64.
- Pamungkas , AH, Sunarti, V., & Ridwan. (2018). The role of PKBM in Increase Literacy and Community Empowerment . *Spektrum Journal: Journal of Non-School Education (PLS)*, 6(1), 32-41.
- Pratama, R., & Saputra, D. (2023). Accessibility of Digital Technology and Its Correlation with the Job Readiness of Vocational Education Graduates. *Vocational Education Research*, 12(3), 201-215.
- Raharjo, S. (2020). Educational Resilience: Administrative Flexibility in Facing Economic Pressures



- on Students in Non-Formal Paths. *Journal of Educational Policy*, 9(2), 134-148.
- Sihombing, U. (1999). *Outdoor Education Schools : Present and Future*. Jakarta: Mahkota .
- Sudjana , D. (2018). *Educational Program Management : For Non-formal Education and Development Human Resources*. Bandung : Falah Production.
- Sugiyono . (2020). *Method Study Qualitative*. Bandung: Alfabeta .
- Suharto, B., & Mulyono , H. (2022). Interaction Dialogic and Approach Andragogy in Increase Motivation Study Inhabitant Study Package C. *Journal of Nonformal Education*, 8(2), 175-189.
- Sujarweni , VW (2018). *Methodology Research : Business and Economics*. Yogyakarta: Pustaka Baru Press.
- Suryani, A. (2020). Problems Must Learning and Dropout Rates Schools in Indonesia. *Journal Educational Policy* , 9(4), 301-315.
- Syahtuti . (2006). *Perspective Empowerment Community Assets in Development*. Jakarta: World Bank Report.
- Umami, FD, et al . (2025). Implementation and Challenges PKBM Management at Andalan PKBM Nation Purwokerto . *Journal Educational Management and Supervision* , 9(1), 20-35.
- Constitution Republic of Indonesia Number 20 of 2003 concerning National Education System .
- Wahyuni, S., et al. (2021). Improving PKBM Management Strategies in Facing Local Characteristics and Government Regulations. *Educational Management Journal*, 10(4), 310-324.
- Wibowo, A. (2019). Challenges and Obstacles Implementation of Non-Formal Education in Underdeveloped Regions . *Journal Community Empowerment* , 7(2), 180-195.

