

Learning Innovation based on seTARA daring in the Community Learning Activity Center

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Article Information

Abstract

Keywords:

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PKBM: *Community Learning Activity Center*.

This study aims to describe learning innovations based on seTARA daring at (*Community Learning Activity Center*) PKBM Sunan Kalijaga Lirboyo Kediri, which includes planning, implementation, and evaluation stages, including identifying supporting and inhibiting factors and improvement efforts made. This study used a qualitative approach with a case study. In-depth interviews with leaders, teachers/tutors, and students, as well as observations of the learning process and online classes, were used to gain an in-depth understanding of experiences in the educational environment. Supporting data were obtained from official documents such as the e-learning curriculum, teaching records, and learning outcome evaluation. The results show that the learning innovation based on the seTARA daring application is practical and can benefit the students. At the planning stage, meetings were held to design implementation strategies, discuss policies, and announce the strategies and policies to students. The implementation stage involves implementing the policy and practical guidance and improving tutor innovation. The evaluation stage assessed the success of learning innovations based on the seTARA daring application by collecting feedback from tutors and students, becoming the basis for future improvement and enhancement. This research provides an essential contribution to understanding the challenges and potential solutions to optimize e-learning in the equivalency education program in PKBM.

Kata kunci:

Pembelajaran,
seTARA daring,
PKBM: *Pusat Kegiatan Belajar Masyarakat*

Abstrak

Penelitian ini bertujuan mendeskripsikan inovasi pembelajaran berbasis aplikasi setara daring di (*Pusat Kegiatan Belajar Masyarakat*) PKBM Sunan Kalijaga Lirboyo Kediri yang meliputi tahap perencanaan, pelaksanaan, dan evaluasi, termasuk identifikasi faktor pendukung dan penghambat serta Upaya perbaikan yang dilakukan. Metode penelitian menggunakan pendekatan kualitatif dengan studi kasus. Wawancara mendalam dengan pimpinan, pengajar/tutor, dan warga belajar, serta observasi proses pembelajaran dan kelas online digunakan untuk mendapatkan pemahaman mendalam tentang pengalaman di lingkungan pendidikan. Data pendukung diperoleh dari dokumen resmi seperti kurikulum E-Learning, catatan pembelajaran, dan evaluasi hasil belajar. Hasil penelitian menunjukkan bahwa inovasi pembelajaran berbasis aplikasi setara daring berjalan efektif dan dapat memberikan manfaat kepada warga belajar. Pada tahap perencanaan, rapat diadakan untuk merancang strategi pelaksanaan, membahas kebijakan, dan mensosialisasikannya kepada peserta. Tahap pelaksanaan

melibatkan penerapan kebijakan, panduan praktis, dan peningkatan inovasi tutor. Tahap evaluasi dilakukan untuk menilai keberhasilan E-learning Setara Daring dengan mengumpulkan umpan balik dari tutor dan peserta, menjadi dasar untuk perbaikan dan peningkatan di masa mendatang. Penelitian ini memberikan kontribusi penting dalam memahami tantangan dan potensi solusi untuk mengoptimalkan pembelajaran E-Learning pada Pendidikan Kesetaraan di PKBM.

INTRODUCTION

The Community Learning Activity Center (PKBM) is a non-formal education institution that organizes the equivalency education program of Packages A, B, and C. This equivalency education program is equivalent to formal education in elementary school (SD), junior high school (SMP), and senior high school (SMA), and it is a partnership with the Department of Education in several regions. PKBM has an essential role for people who do not have the opportunity to complete formal education so that they can still get a decent education, help improve the quality of life, and provide opportunities to get better jobs (Astikaningtyas, Rahman, and Trinugraha 2022, 167). With the package certificate obtained, students have proof that they have the knowledge and skills needed to contribute to the world of work (Oktaviani and Soesiantoro 2023, 243). Through this equivalency education program, students also gain a deeper understanding of various aspects such as health, the environment, and various other fields. Therefore, the existence of the equivalency education program is essential and should not be ignored (Hadiyanti 2008, 98).

A common problem often faced by students who attend PKBM is having low learning motivation, many students do not want to learn; this can affect progress in achieving educational goals (Yuniarto 2020, 44). Low learning motivation can be an obstacle in the learning process for the equivalency education program because this can affect participation and the quality of learning. The results of previous research show that the learning motivation of students studying at PKBM can be influenced by various factors, including the tutor's pedagogical competence, the learning environment, and economic demands. There is a positive relationship between the tutor's pedagogical competence and the students' learning motivations at package C in PKBM (Hardiyanto and Robandi 2021, 11). A conducive learning environment and support from teachers or tutors can influence learning motivation for the students in package B and C programs at PKBM (Brawijaya 2022, 11). Economic demands often force students to work, affecting their participation and motivation to learn. This condition is because most students studying at PKBM are adults already working or have family responsibilities. Their work often takes up their time and energy, so they do not have enough time and energy to study (Yuniarto 2020, 44).

This problem also occurred at PKBM Sunan Kalijaga Lirboyo Kediri; economic conditions made some students have to work, and the impact was felt on their level of participation and motivation to learn. To overcome this problem, PKBM Sunan Kalijaga Lirboyo applied a dual learning approach, namely face-to-face and e-learning, using the seTARA daring application. The aim is to access learning that is equal and appropriate to the learning experience provided to students who attend directly in class or through face-to-face learning. In line with the concept of the Merdeka curriculum, PKBM upholds flexibility in learning activities, allowing students to study anywhere and anytime according to their

needs. E-learning of seTARA daring is an effort to expand the scope of learning activities, especially for students who come from outside the city or are busy working or as housewives.

This PKBM is supported by the Directorate of Community Education and Special Education (PMPK), which provides solutions to support the process of distance learning activities in equivalency education programs by providing various kinds of teaching materials and learning media that can be accessed online. The Directorate of Community Education and Special Education (PMPK) also provides training and technical guidance to tutors and educational staff to optimize technology use in distance learning (Aisyah and Widiyanto 2022, 49). This initiative builds an innovative equivalency learning model, providing an alternative through online classrooms that can be accessed flexibly, anywhere, and anytime.

The approach of e-learning using seTARA daring provides broad access to the learning process and innovation in the equivalency education program. This learning aims to keep non-formal education relevant to technological advancement and development so that it is included compared to formal education. No official statistical data shows how many PKBM implement the learning-based seTARA daring application (PBAD). However, based on various information and data sources, it was estimated that the implementation of PBAD in PKBM still needed to be improved. For this reason, researchers need to find out how the implementation and impact of online learning innovations-based seTARA daring at PKBM Sunan Kalijaga Lirboyo Kediri, and the results of this research are expected to increase understanding, evidence base, practice, and encourage the implementation of learning-based seTARA daring to improve quality of equivalency education program at PKBM.

METHOD

This research uses a qualitative approach to understand the implementation of learning innovation-based seTARA daring and the impact on the equivalency education program at PKBM Sunan Kalijaga Lirboyo Kediri. A qualitative approach helps gain in-depth understanding, engages perceptions, and explores participants' experiences. A case study was chosen as the research design, focusing on a single case, PKBM Sunan Kalijaga Lirboyo Kediri. This approach provides space to analyze the specifics, interactions, and dynamics in the educational environment. Data were collected through in-depth interviews involving leaders, tutors, and students to gain in-depth insight into their experiences in e-learning. Observations were made on the e-learning learning process, interactions between participants, and virtual class dynamics to gain understanding. Moreover, the researchers collected and analyzed documents such as the e-learning curriculum, teaching notes, and evaluation of learning outcomes to obtain additional data.

FINDINGS AND DISCUSSION

PKBM Sunan Kalijaga Lirboyo Kediri has tutors and education staff registered online via DAPODIK (Basic Education Data). The structure of this team consists of one educational staff who serves as Head of the Institution, one tutor who concurrently works as administration/operator and general staff, two tutors who concurrently work as secretary and treasurer, and 12 other tutors across various service programs. Of this number, they have the personnel capacity to support the Community Reading Park (TBM) Program with one person, life skills or skills with three people, equivalency with three people, and information

technology with one person (Dokumen 2023).

Tabel 1 Tutors and Educational Staff Data
PKBM Sunan Kalijaga Lirboyo Kediri Academic Year of 2022/2023

NO	NAME	F/M	Level of Last Education	STATUS	SUBJECT	HOMEROOM TEACHER
1	Siti Laila Dzikriyah	F	SMA/ Package C Strata 1	Tutor of Package A	All subjects	VI
2	Ahmad Hanif Bahri	M	(Undergraduate Program)	Tutor of Package B	Mathematics	VIII
3	Annisa Fitrotul Laili	F	SMA/ Equivalent	Tutor of Package B	Social science	
4	Dwi Marista Anggaini	F	Strata 1	Tutor of Packages B and C	English	X
5	Mimik Rodhianawati Hidayati	F	Strata 1	Tutor of Package B	Indonesia Language	IX
6	Nani Puspita Sari	P	Strata 1	Tutor of Package B	Natural Science	VII
7	Siti Umayyatus Sofiyah	P	Strata 1	Tutor of Package B	Civics Education	
8	Takhmid	L	SMA/ Package C	Operator & Tutor of Package B	Islamic Religion Education	
9	Adif Zen hofur	L	Strata 1	Tutor of Package C	Sociology	
10	Ahmad Zamzam Guntur	L	Strata 1	Tutor of Package C	Civics Education	
11	Fauzan Alfian	L	Strata 1	Tutor of Package C	Islamic Religion Education	XI
12	Fida Shihab Azzuhri	L	Strata 1	Tutor of Package C	Geography	
13	Ken Zuraida Zamrud Dina	P	Strata 1	Tutor of Package C	Indonesia Language	
14	Muhammad Alfian Effendy	L	Strata 1	Tutor of Package C	Mathematics	
15	Siti Chotiin	P	Strata 1	Tutor of Package C	Economics	XII
16	Ulfiati	P	Strata 1	The Head of the Institution		

Each tutor is responsible for teaching subjects according to their field of expertise in the equivalency education program. With a total of 15 tutors, this is in line with the number of existing subjects and study groups. Therefore, it can be said that the implementation of the equivalency education program at PKBM Sunan Kalijaga Lirboyo Kediri is considered adequate and well-organized (Ulfiati 2023).

In the 2022/2023 Academic Year, the number of students studying at PKBM Equivalency Education Program reached 97 people.

Tabel 2 *The Total Data of Students in Package A, B, and C
PKBM Sunan Kalijaga Lirboyo Kediri*

NO	Level/Service Program	F/M		Total
1	Package A is equivalent to SD/MI	F	0	3
		M	3	
2	Package B is equivalent to SMP/MTs	F	15	37
		M	22	
3	Package C is equivalent to SMA/SMK/MA	F	20	57
		M	37	
Total		F	35	97

The data includes three students studying in Package A equivalent to SD/MI, 37 students studying in Package B equivalent to SMP/MTs (with details of 22 males and 15 females), and 57 students studying in Package C equivalent to SMA/SMK /MA (with details of 37 males and 20 females). The ages and characteristics of the population are very diverse (heterogeneous). Overall, the data shows that the number of male students is greater than that of female students. In the equivalency education program for Package A level equivalent to SD/MI and Package B equivalent to SMP/MTs, school-age students are more dominant than those over 21 years old. However, in the equivalency education program of Package C level equivalent to SMA/SMK/MA, students aged over 21 years are more dominant. Of the 97 students, there are 24 have working status (Bahri 2023).

E-learning of seTARA daring is an LMS system developed by Community Education and Special Education (PMPK) of the Directorate General of Early Childhood Education, Primary Education, and Secondary Education to achieve the equivalency education program. This e-learning system is implemented using a Learning Management System (LMS) (Pratama and Kusuma 2021, 1545). The benefit of implementing e-learning of seTARA daring for students is that they can access learning materials from anywhere and at any time according to their time availability. This e-learning allows active participation without being physically at the learning location (Widianto et al. 2021, 24). This was also conveyed by the Head of PKBM Sunan Kalijaga Lirboyo Kediri, that the seTARA daring platform was used as a learning tool to reach students who were outside the city, considering that they were busy or had limited time, which made it impossible to participate in face-to-face learning. This can provide opportunities for those working but still want to participate in learning activities (Ulfiati 2023).

The Assistant Principal of Academic Affairs and Curriculum of PKBM Sunan Kalijaga Lirboyo Kediri said that by implementing the seTARA daring application, tutors can provide wider accessibility for every student to remain involved in the learning process without

sacrificing the time of those who are working or having limited time for studying (Bahri 2023). The availability of a policy of adapting learning-based seTARA daring application is based on the conditions and characteristics of students who are spread out from various levels of society and have different activities to maintain the quality and continuity of learning. E-learning in the equivalency education program requires innovation from tutors to increase students' interest in learning so that they can participate in learning in accordance with the goals of the Minister of Education based on the freedom to learn responsibly that can be done anywhere and anytime (Andani 2022, 227).

The e-learning process using the seTARA daring application at PKBM Sunan was done in three main stages, namely planning, implementation, and evaluation. At the planning stage, students and the tutors held a meeting to design a strategy for implementing e-learning. Decisions and policies related to the implementation of e-learning were discussed and prepared at the meeting. The account registration plan for institutions, tutors, and students was discussed in detail so all parties could understand it well. Socializing this policy to students through meetings aims to provide a comprehensive understanding and ensure active participation from all participants (Ulfiati 2023). E-learning of seTARA daring at the planning stage is the key to successful learning in the equivalency education program (Utomo and Nurrizalia 2022, 82).

The implementation stage was done to implement the policies that have been prepared. The meeting was held to provide practical guidance regarding registering institutional accounts, tutors, and students. Possible situations and conditions, such as internet access and device availability, were considered to ensure the full effectiveness of e-learning of seTARA daring. Tutors were encouraged to innovate to make the learning process more interesting and effective. Then, the evaluation stage was carried out to assess the success of the e-learning of seTARA daring implementation. Feedback from tutors and students was collected to evaluate the effectiveness of online learning. The evaluation results become the basis for improving and enhancing the learning process in the future. Tutors are encouraged to continue to innovate so they can continue to meet the needs and expectations of students (Ulfiati 2023).

Previous research also shows that increasing the competence of tutors and students in using online learning platforms and strengthening online learning readiness in PKBM requires comprehensive involvement through the planning, implementation, and evaluation stages (Solichin, Kristanto, and Triyono 2021, 329). In addition, online learning has been proven effective in improving student learning outcomes, especially when supported by innovation and learning programs designed to support the effectiveness of online learning. Therefore, careful planning, directed implementation, and continuous evaluation are very important to ensure the success of online learning at PKBM and other educational institutions (Laksono and Sulaiman 2021, 433).

Regarding the preparation for the new semester, several tutors at PKBM Sunan Kalijaga Lirboyo held socializations and exchanged knowledge regarding the use of e-learning. By involving socialization and knowledge exchange, tutors at PKBM can improve their competence in using e-learning to provide students with a better online learning experience (Dina 2023). Tutors who were experienced in using e-learning provided socialization to fellow tutors who were new or who needed updated information.

Socialization involves explaining the features of the e-learning platform, how to use it, and applicable policies and procedures. A shared understanding of the goals, benefits, and expectations regarding the implementation of e-learning in PKBM is a concern at the planning stage. Then, tutors share experiences and best practices in using e-learning as a learning tool (Azis 2022, 293).

The discussion involved various effective strategies and tips for making interesting online learning materials and managing interaction and communication in a virtual environment. Tutors who have successfully overcome e-learning challenges could provide practical guidance to colleagues who need additional guidance. Tutors also helped each other in the account registration process on the e-learning platform, including account registration for students. The registration steps were explained in detail, including the verification and confirmation steps required to ensure the success of the process. Then, tutors prepare their online classes by uploading learning materials, setting a schedule, and activating the required features. Each tutor can start by familiarizing themselves with the e-learning interface and ensuring that their online classes are ready for use at the start of the semester (Bahri 2023). At this stage, it is important to implement strategic management in online learning at PKBM, where tutors share their experience and knowledge to achieve online learning goals. This helps create an effective learning environment where all parties are involved collaboratively in overcoming online learning challenges (Lenny 2022, 86).

The evaluation results show supporting and inhibiting factors in learning at PKBM (Fauzan Alfian 2023). The supporting factors of the learning-based seTARA daring application include a wifi network, projector, and laptop. With a stable wifi and internet network, the learning process runs well. A similar supporting factor is the condition of the students who mostly have electronic devices or media. Most students have a supporting role in the form of a handphone, making it easier to access the learning-based seTARA daring application that they can download or access via the website on their respective handphone devices.

However, some students living in Islamic boarding schools experience limitations in using their handphones. As an alternative, they were more likely to collect assignments or learn independently through textbooks or modules provided by PKBM. Most students have handphones, which is a significant supporting factor because this can positively influence the smoothness of the learning-based seTARA daring application (Laili 2023). Then, the inhibiting factors in implementing the learning-based seTARA daring application are the condition of the students, which show a less positive response, and internet network instability. Internet network instability becomes one of the main obstacles. A less active response from students can be caused by disinterest or boredom in online learning and difficulty accessing the network due to unstable signals, especially in certain areas (Ulfiati 2023).

Lack of understanding and readiness of human resources, especially tutors, is one of the inhibiting factors in implementing learning-based seTARA daring application. Some tutors may not fully understand the process of implementing and evaluating e-learning, so further efforts are needed in the form of training or guidance (Bahri 2023). It is important for tutors to thoroughly understand the process of implementing e-learning at PKBM. This is because e-learning is a learning model different from conventional learning, requiring a deeper understanding.

Infrastructure readiness, flexibility of time and place, learning effectiveness, and availability of online learning access are supporting factors. On the other hand, inhibiting factors include a lack of interaction between tutors and students, limited internet access, and technical obstacles in implementing online learning. By paying attention to these supporting and inhibiting factors, it is hoped that the implementation of online learning in PKBM and other educational institutions can run more effectively and efficiently (Fibrianti and Suhanadji 2020, 36).

Efforts that PKBM can make to overcome obstacles in learning-based seTARA daring application include designing a comprehensive training program and involving key aspects of successful e-learning such as platform use, online interaction, assessment, and effective online learning strategies. Through this training, tutors could improve their understanding and better prepare learning-based seTARA daring application. In addition, continuous mentoring and discussion forums can be held to provide direct support and answers to questions or challenges that tutors may face during the online learning implementation process (Bahri 2023). In this way, PKBM can ensure that all human resources involved can overcome barriers to understanding and readiness regarding e-learning, thereby increasing the effectiveness and sustainability of its implementation.

Other obstacles faced during the learning-based seTARA daring application include some participants experiencing confusion in taking learning-based seTARA daring classes, which causes learning to be slightly delayed from the predetermined learning schedule. Students' participation delays in accessing online learning are often caused by busy work or other assignments, which causes some participants to join classes late. Participants often experience access difficulties and technical problems, including errors and technical problems on the seTARA daring platform. This can make it difficult for students to open and join learning sessions. Some students do not complete their assignments according to the time span given, perhaps due to busyness or other reasons (Hidayati 2023). Several previous studies also pay attention to obstacles in online learning, including lack of understanding of science and technology, lack of facilities and infrastructure, and technical obstacles such as poor networks in accessing the internet (Husna 2021, 66). Therefore, to overcome these obstacles, corrective steps were taken, such as providing clearer guidance and technical support to participants to increase their understanding of using the platform, providing a flexible schedule, or recording learning materials to make it easier for participants who experience online delays, ensuring adequate technical support availability and quick fixes to address any technical issues that may arise, and actively involving participants in the learning process and motivate them to complete assignments on time.

CONCLUSION

The findings indicate that learning innovation-based seTARA daring application at PKBM Sunan Kalijaga Lirboyo can increase students' learning motivation, flexibility, and access to education. With the implementation of learning-based seTARA daring, students feel happier and more enthusiastic about learning anytime and anywhere, especially those who have other activities but still want to join the equivalency education program. The learning process is structured through planning, implementation, and evaluation stages with the support of tutors and education staff. Technical obstacles and discomfort for students in

taking online classes are challenges they face. Therefore, to overcome these obstacles, steps were taken, such as providing clear guidance, flexible schedules, and technical support. Continuous evaluation and active participation from all parties, especially tutors and students, are the keys to increasing the effectiveness and sustainability of learning-based seTARA daring. This research has limitations because it was only carried out at PKBM Sunan Kalijaga with a limited sample size. Therefore, the results of this research cannot be generalized to other PKBM with different conditions. As a suggestion for further study, it is recommended to use a more extensive and diverse sample to increase the generalization of research results.

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