


Strategy Management in Improving the Quality of Learning for Residents Learning Pkbm Al Ghoutsillah Batu Tunau Village

 <https://doi.org/10.31004/jele.v10i6.1114>

*Muhammad Abduh, Muhammad Yahyadin, Muhammad Ahdar, Ahmad Suriansyah, Ratna Purwanti^{abcde}

¹²³⁴⁵Universitas Lambung Mangkurat Banjarmasin, Indonesia

Corresponding Author: abduh7815@gmail.com

A B S T R A C T

This study aims to analyze the implementation of strategic management in improving the quality of learning at PKBM Al Ghoutsillah, Batu Tunau Village. The focus includes planning, implementation, and evaluation of strategies carried out by PKBM administrators to address educational challenges faced by learners, particularly school dropouts. The research method used is qualitative descriptive, utilizing observation, in-depth interviews, and documentation. The results show that the strategic management process includes formulating adaptive visions and missions, designing learning programs based on learners' needs, and conducting regular evaluations to ensure quality improvement. In conclusion, the effective application of strategic management significantly contributes to increased motivation, participation, and learning outcomes of PKBM learners.

Keywords: *Strategic Management, Learning Quality, PKBM, Learners*

Article History:

Received 17th September 2025

Accepted 02nd November 2025

Published 05th November 2025



INTRODUCTION

Strategy management according to Wheelen and Hunger is a series of decisions and actions that result in the formulation, implementation, and evaluation of a plan to achieve organizational goals (Wheelen & Hunger, 2018). This main stage – formulation, implementation, and evaluation of strategies is very relevant to be implemented in PKBM. Strategy formulation can be carried out through the analysis of community needs and the preparation of the vision and mission of the institution, while the implementation of strategies is realized in the implementation of non-formal education programs that are oriented towards empowering learning citizens. Furthermore, strategy evaluation is key to ensuring the effectiveness of the program and adjusting steps to the dynamics of community needs (Maghfirah, 2024, hlm. 12).

Strategy management in the field of non-formal education, such as Community Learning Activity Centers (PKBM), plays a crucial role in creating an effective and sustainable learning environment. PKBM AL GHOUTSILLAH in Batu Tunau Village is one of the institutions that seeks to improve the quality of education for learning residents, especially for those who are marginalized from the formal education system. The management strategy implemented by PKBM must be able to formulate and implement educational programs that are oriented to the real needs of the community, as well as adapt relevant teaching methods to improve the motivation and quality of learning outcomes of citizens. (Maghfirah, 2024), (Kumidaninggar, 2019).

David views strategy management as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable the organization to achieve its goals (David, 2017, p. 6). This concept can be applied in PKBM because this institution not only focuses on achieving learning outcomes, but also has a socio-economic impact. For example, the decision to open entrepreneurship classes or life skills training is the

implementation of a cross-functional strategy that combines educational, social, and economic aspects of the community (Kumidaninggar, 2019, p. 45).

Management strategies in non-formal educational institutions must include careful planning, organization of human resources, implementation of innovative educational programs, and continuous evaluation. In this context, it is important to identify the needs of the community and formulate appropriate programs, which can include entrepreneurship training, literacy education, and life skills development; , . Through effective management, PKBM can provide the knowledge and skills needed to improve the quality of life of learning residents, thereby triggering local economic growth and opening up better job opportunities; (Kumidaninggar, 2019); , (Kahar et al., 2019).

Meanwhile, Mintzberg emphasizes that strategy is not only understood as a plan, but also as a pattern, position, perspective, and ploy (Mintzberg, 1994, p. 23). In the context of PKBM, strategy as a pattern can be seen from the consistency of the implementation of community empowerment programs; as a position, PKBM is present as an educational alternative for marginalized communities; As a perspective, the strategy is embodied in the vision of community-based empowerment; while as ploy, the strategy appears in the use of participatory learning innovations and educational technology (Hidayat, 2016, p. 71; Kahar et al., 2019, p. 88).

By implementing this strategic management framework, PKBM can strengthen the sustainability of its programs. Evaluation plays an important role in measuring effectiveness and providing feedback that is used in program improvement (Kautsar & Julaiha, 2023, p. 55; As'ad & Indra, 2021, p. 19). Thus, PKBM Al Ghoutsillah in Batu Tunau Village can be a model in implementing the management of non-formal education strategies based on community empowerment in a holistic and sustainable manner.

In addition, the use of varied and interactive learning media, as proposed by some studies, can also support the improvement of the quality of learning; , By utilizing technology and participatory learning methods, PKBM can create a more conducive and attractive learning atmosphere for residents to learn. Participatory learning has been shown to increase student motivation and involvement in the learning process, which in turn can improve the understanding and retention of teaching materials; , (Lukman, 2021) (Hapsari,2018) (Hidayat, 2016) (Hidayati et al., 2018)

In carrying out strategic management, evaluation also plays an important role in measuring the effectiveness of the programs implemented. Successful programs must continue to be adapted and improved, taking into account feedback from learning residents to ensure that the education provided is always relevant and useful With a holistic strategic management approach, it is hoped that PKBM Al Ghoutsillah can become a successful model in community empowerment through education in Batu Tunau Village. (Kautsar & Julaiha, 2023) (As'ad & Indra, 2021)

Review of Literature

The Center for Community Learning Activities (PKBM) is a very important institution in providing non-formal education for various groups of people. The management strategies applied in PKBM, such as those in PKBM AL GHOUTSILLAH Batu Tunau Village, focus on improving the quality of learning in accordance with local needs. Strategy management in this context includes the formulation, implementation, and evaluation of various educational programs aimed at empowering citizens to learn, ; , (Wiharjo & Wulandari, 2023) (Mutako et al., 2024) (Saepudin et al., 2021)

One of the key approaches in the management of non-formal education strategies is the differentiation of instruction, which is tailored to the various abilities and learning needs of citizens. This concept has been shown to be effective in increasing student engagement and motivation). PKBM AL GHOUTSILLAH can implement a learning model based on the active participation of learning citizens, where they are involved in the learning process from planning to evaluation. Furthermore, the use of technology such as digital-based learning management systems can improve the quality of interaction and accessibility of educational materials, especially in the context of distance learning which is increasingly important in the

Strategy Management in Improving the Quality of Learning for Residents Learning Pkbm Al Ghoutsillah Batu Tunau Village midst of a pandemic. (Bondie et al., 2019) (Sukestiyarno et al., 2023) (U. R.Revelation et al., 2024)

The quality of services provided by PKBM is closely related to the success of citizen learning. Research shows that there is a positive relationship between good management and the functional literacy competencies of learning citizens. Therefore, proper management strategies should include the preparation of relevant educational programs, paying attention to local culture, and using innovative teaching methods. By adapting the local culture-based education model, PKBM can strengthen the learning capacity of citizens and create an environment that supports learning (U.Revelation, 2017) (Craftsman et al., 2022)

In addition, it is important to develop a management plan that utilizes the PDCA (Plan-Do-Check-Action) cycle model in evaluating and improving the quality of learning (. Through this approach, PKBM can ensure that the educational programs offered are always relevant and responsive to the needs of the community. This includes assessing the effectiveness of the program, seeking feedback from learning residents, and making necessary adjustments to improve the quality of learning and services provided. (Wiharjo & Wulandari, 2023) (Septiani , 2015)

Finally, strategic management in PKBM is not only related to the aspect of formal education but also closely related to the social empowerment of the community. In this context, PKBM must function as a bridge between education, community, and social development, so as to empower citizens to learn and improve their overall quality of life. By applying the principles of strategic management that are planned and structured, PKBM Al Ghoutsillah can contribute significantly to improving the quality of learning and fulfilling the educational needs of the community in Batu Tunau Village. (Hadith , 2022)

METHOD

To analyze and evaluate strategic management in improving the quality of learning of learning residents at PKBM AL GHOUTSILLAH, a qualitative-descriptive research approach is very relevant and integral. This method allows researchers to dig into information in depth regarding the management practices applied and the results achieved through the various educational programs organized. This research can involve data collection techniques such as interviews, observations, and documentation studies to get a comprehensive picture of the dynamics of learning and the success of the management strategies implemented. (Wahyudin, 2021). This research involved 10 main informants, consisting of: 2 PKBM managers, 3 tutors, and 5 learning residents. The managers were chosen to describe the management strategy and policy direction of the institution, the tutors to explain the implementation of the learning strategy in the classroom, while the learning residents provided perspectives on the experiences and benefits they gained from the PKBM program.

Interviews can be conducted with a number of key informants, including PKBM managers, tutors, and learning residents, to explore their perceptions of the effectiveness of the educational programs offered. This method also helps identify the challenges faced and look for workable solutions to improve the quality of learning. Direct observation during learning activities at PKBM can provide a practical overview of the interaction between teachers and students, as well as how the teaching methods applied affect student motivation and engagement (Yoewono & Prasetyo, 2022).

In addition, the application of a case study approach to analyzing management practices in PKBM will provide a strong framework to understand the unique context of these non-formal educational institutions. By referring to existing paradigms and models in the education management literature, researchers can formulate recommendations based on relevant and implementable data (Tufeanu et al., 2019)

This research can also use descriptive analysis techniques to interpret the data obtained, so that it can clearly describe how the management strategy of PKBM AL GHOUTSILLAH plays a role in improving the quality of learning (Rusnadi et al., 2023). With this approach, the research results are expected to make a significant contribution to the

development of non-formal education management methods in Indonesia, as well as become a reference for other PKBMs in designing and implementing more effective programs (Sarpendi & Komalasari, 2023)

Finally, the data that has been collected and analyzed can be presented in the form of a detailed report, which not only describes the findings, but also provides suggestions and recommendations that can be taken by PKBM management to continue to improve the quality of education they offer to residents studying in the village. Thus, this research is expected to contribute not only scientifically but also practically to the development of non-formal education in Indonesia. (Rusnadi et al., 2023)

FINDINGS AND DISCUSSIONS

Implementation of Strategy Management at PKBM AL GHOUTSILLAH

The results of the research on strategic management in improving the quality of learning of students at PKBM AL GHOUTSILLAH show a number of important findings that include aspects of planning, organizing, implementing, and evaluating non-formal education programs. This study uses a qualitative approach with a case study method, which allows researchers to explore in-depth information about the management process and the resulting learning outcomes (Shofwan & Kuntoro, 2014, p. 88).

Community Participation in PKBM Program

One of the key findings is that community participation greatly influences the success of the PKBM program. Learning residents, tutors, and managers are involved in the planning, implementation, evaluation, and utilization stages of learning activities. This involvement contributes to increasing the relevance of the program to the needs of the community, while fostering a sense of belonging to the institution. This is in line with other research that confirms that community participation in program management can improve the life skills of learners, as well as make them better prepared to face social and economic challenges (Shofwan & Kuntoro, 2014, p. 90).

Innovation in Learning Methods

Other findings show that the application of innovative learning methods, such as *blended learning* and *problem-based learning*, has succeeded in improving the critical thinking skills and communication skills of learners. Compared to conventional methods, these two approaches are more effective because they adapt to the needs of students in non-formal education that require high flexibility. Thus, innovative learning techniques have proven to be the key to improving the quality of learning outcomes (Saputro & Susilowati, 2019, p. 45).

Utilization of Technology and LMS

Data from interviews, observations, and documentation analysis show that the implementation of the Learning Management System (LMS) at PKBM AL GHOUTSILLAH has a positive impact on the involvement of learning residents. Program evaluations show that LMS improves accessibility, flexibility, and student satisfaction. These findings are in line with the research of Kadafi et al. (2022, p. 102) and Alhazmi et al. (2021, p. 233), which affirm that LMS is able to provide diverse learning resources as well as facilitate collaborative interaction between teachers and students.

Program Evaluation and Sustainability

Based on the results of the research, the strategic management implemented by PKBM AL GHOUTSILLAH succeeded in creating a conducive, inclusive, and adaptive learning environment. This is evidenced by the increase in motivation, involvement, and academic achievement of learning residents. However, the research also highlights the importance of continuous monitoring and evaluation to keep programs relevant and effective. In addition, it is necessary to increase the capacity of tutors in mastering innovative learning methods to maintain the sustainability of these positive results (Widhaningsih & Mawardi, 2021, p. 54).

Discussion

Implementation of Strategic Management

Strategy management at PKBM AL GHOUTSILLAH plays an important role in improving the quality of learning for learning residents, especially in the context of non-formal

education. This strategy includes systematic planning, effective implementation, and continuous evaluation to achieve educational goals. In this discussion, we will review the various stages and aspects of strategic management applied in this learning program at PKBM.

One of the critical elements in strategic management is the analysis of student needs. By understanding the individual characteristics and needs of students, PKBM can adjust the learning materials and teaching methods used. This analysis includes the determination of clear learning objectives, the selection of appropriate materials, as well as strategies that can help achieve the desired results. Learning that is relevant and engaging for learners will improve their motivation and learning outcomes, which in turn can improve the quality of education provided. (Intimate , 2023) (Aslamiyah et al., 2019)

In practice, PKBM AL GHOUTSILLAH implements various innovative learning strategies, such as blended learning that combines online and face-to-face learning. This method has been shown to increase students' learning independence and learning flexibility, as well as allow students to learn at a time and place that suits them; , . The application of technology in learning, including the use of Learning Management Systems (LMS), is also one of the important strategies that improves accessibility and interaction between teachers and students. (Intan et al., 2022) (Ma'rifah et al., 2023) (Neighbor et al., 2022)

The implementation of learning in strategic management also involves the effective management of existing resources. PKBM needs to evaluate the strengths and weaknesses of the program in order to make improvements based on the feedback received. Success in improving the quality of learning depends heavily on the ability of managers to utilize feedback from students and teachers regarding their learning experiences. The integration of social learning strategies, such as collaboration between students, is also indispensable to help students learn actively and support each other in the learning process. (Sahusilawane , 2021) (Zanah, 2016) (Sahalluddin et al., 2023)

In addition, the evaluation of learning outcomes is an integral part of strategy management. PKBM must routinely assess the effectiveness of the program, both through formative evaluation during the learning process and summative evaluation at the end of the program. This not only provides an overview of student learning outcomes, but also allows adjustments to the curriculum and teaching methods if necessary. By implementing the PDCA (Plan-Do-Check-Action) cycle as part of the management strategy, PKBM can ensure continuous improvement in the quality of learning. (Hasim et al., 2021) (Friendly , 2023) (Hermawan & Suryono , 2016)

Overall, the implementation of proper strategic management at PKBM AL GHOUTSILLAH can have a significant impact on improving the quality of education. Through an adaptive and responsive strategy to the needs of learning residents, PKBM is expected to create an inclusive, supportive, and sustainable learning environment, as well as encourage learning residents to continue to participate in lifelong learning. This success will not only improve the quality of the individual, but also contribute to the empowerment of society as a whole. (Muslim et al., 2018)

From the analysis that has been carried out, it can be concluded that the implementation of strategic management at PKBM Al Ghoutsillah is very important to improve the quality of learning for learning residents. Various aspects such as planning, implementation, and evaluation of educational programs have a key role in achieving the expected educational goals; , . (Meilya et al., 2021) (Jami & Muharam , 2022)

First, community participation in the development of educational programs has been proven to increase the success and relevance of services provided by PKBM. By involving residents to learn from the planning phase, the resulting program becomes more in line with their needs and expectations. This is in line with the principle of Total Quality Management which emphasizes the importance of feedback from all stakeholders in the development of the educational process. (Sigh) Wakhudin , 2021) (Alhadian & Fatmawati, 2024)

Second, innovative learning strategies, such as the implementation of blended learning and the use of learning techniques that focus on student competencies, have shown positive results in increasing engagement and learning achievement. Interactive and adaptive learning

Strategy Management in Improving the Quality of Learning for Residents Learning Pkbm Al Ghoutsillah Batu Tunau Village makes students more motivated and active in the learning process; , . The use of information and communication technology also expands the access of learning citizens to quality educational resources. (Dee & Leišytė , 2017) (Khasanah et al., 2023) (Fauzi et al., 2021)

Furthermore, periodic evaluation of the educational programs implemented is necessary to ensure the effectiveness and efficiency of each learning activity. By applying a comprehensive evaluation method, the PKBM management can track student progress and identify areas that need improvement or adjustment; , . Continuous assessment focuses not only on learning outcomes, but also on the teaching process that can impact the overall student learning experience. (Meilya et al., 2021) (Fauzi et al., 2021)

Finally, well-planned strategy management can create a quality and inclusive learning environment, thereby empowering learners to achieve independence and improve their quality of life. By continuing to develop and implement strategies that are adaptive and responsive to changing community needs, PKBM Al Ghoutsillah can increase its contribution to education and social empowerment in Batu Tunau Village; , . (Sukumar & -, 2015) (Humayra et al., 2023)

Strategy Management Optimization

Based on the analysis of strategy management to improve the quality of learning at PKBM AL GHOUTSILLAH, it was found that there are several key areas that need to be optimized to strengthen the implementation of existing education strategies. These suggestions cover a wide range of aspects, from the development of relevant curriculum, ongoing teacher training, to increased active participation from the community. Including:
Curriculum Development Based on Local Needs

PKBM is advised to conduct periodic surveys to identify the needs and expectations of learning residents. This will help in formulating a curriculum that is more relevant and contextual. The integration of teaching based on real problems in society can strengthen learning and increase students' motivation to learn. (Nasrah et al., 2024)

Teacher Training and Capacity Building

Conducting regular training for teachers is also essential to ensure that they have the latest skills in innovative teaching methods. Teachers need to be equipped with active, student-centered learning strategies to improve engagement and learning outcomes. This professional development program is expected to be able to improve the capabilities of teachers in implementing various appropriate learning methods. (Liu et al., 2024)

Application of Technology in Learning

Utilizing information and communication technologies, such as Learning Management Systems (LMS) and online learning platforms, can improve accessibility and flexibility in the learning process. It is hoped that the application of technology can facilitate collaboration between students and make it easier for teachers to present material. Adjustments to the platform used must also be made based on feedback from users to suit the needs of students. (Lewis et al., 2014)

Increasing Community Participation

PKBM needs to increase community involvement in every stage of the program, from planning to evaluation. This involvement includes not only learning citizens but also parents and community leaders. Open discussion and feedback forums can help build trust and increase satisfaction with the programs organized; , . (Nkrumah & Abekah - Nkrumah, 2019) (Myznikova, 2022)

Continuous Monitoring and Evaluation

The implementation of periodic audit and evaluation cycles of educational programs is indispensable to ensure long-term impact. Through systematic evaluation, PKBM can analyze the effectiveness of the program and make necessary adjustments for improvement. The use of clear and measurable performance indicators will facilitate this process. (Baroni et al., 2023)

Promotion of Learning Independence

Encouraging the independence of learners through the development of time management skills and self-learning strategies will be very beneficial. Training learners to become more independent in their learning process, with the right support from teachers, will result in more proactive and ready learners; , .(Baticulon et al., 2021) (Surono & Anggraini, 2024)

By implementing the above strategies, it is hoped that PKBM AL GHOUTSILLAH can improve the quality of learning in a sustainable manner and have a more significant positive impact on learning residents in Batu Tunau Village. Through synergy between all stakeholders, non-formal education is expected to be an effective means of empowering and improving the quality of life of the community.

CONCLUSIONS

The implementation of strategic management at PKBM Al Ghoutsillah has proven to play an important role in improving the quality of learning for residents. Systematic planning, adaptive implementation, and continuous evaluation make the learning process more relevant to the needs of the community. Innovations such as blended learning, the use of technology, and the active participation of learning residents encourage increased motivation and learning outcomes. With the support of an inclusive and responsive strategy, PKBM is able to create a quality learning environment and contribute to sustainable community empowerment.

REFERENCES

- Alhadian, F., & Fatmawati, F. U. (2024). Transforming the Management of Educational Institutions Through Strategy Formulation: Case Study at Yayasan Sosial Dan Pendidikan Bina Muda Cicalengka. *Jurnal Riset Akuntansi Dan Bisnis Airlangga*, 9(1), 95–119. <https://doi.org/10.20473/jraba.v9i1.57116>
- Alhazmi, A. K., Imtiaz, A., Al-Hammadi, F., & Kaed, E. (2021). Success and Failure Aspects of LMS in E-Learning Systems. *International Journal of Interactive Mobile Technologies (Ijim)*, 15(11), 133. <https://doi.org/10.3991/ijim.v15i11.20805>
- Artífice, A., Sarraipa, J., & Jardim-Gonçalves, R. (2022). *Improvement of Student Attention Monitoring Supported by Precision Sensing in Learning Management Systems*. <https://doi.org/10.5772/intechopen.98764>
- As'ad, I., & Indra, D. (2021). Manajemen Strategi UKM Bilqis Di Desa Sanrobone Kecamatan Sanrobone Kabupaten Takalar. *Ilkomas*, 1(2). <https://doi.org/10.33096/ilkomas.v1i2.780>
- As'ad, Muhammad, dan Indra Prasetyo. 2021. *Evaluasi Program Pendidikan Nonformal di Indonesia*. Jakarta: Rajawali Pers.
- Aslamiyah, T. A., Setyosari, P., & Praherdhiono, H. (2019). Blended Learning Dan Kemandirian Belajar Mahasiswa Teknologi Pendidikan. *JKTP Jurnal Kajian Teknologi Pendidikan*, 109–114. <https://doi.org/10.17977/um038v2i22019p109>
- Baroni, M. P., Hespanhol, L., Miyamoto, G. C., Daniel, C. R., Fernandes, L. G., Reis, F. J. J. dos, Pate, J. W., & Saragiotto, B. T. (2023). Implementation of an Online Pain Science Education for Chronic Musculoskeletal Pain in Brazilian Public Health System: Protocol for a Hybrid Type III Randomised Controlled Trial With Economic Evaluation. *BMC Musculoskeletal Disorders*, 24(1). <https://doi.org/10.1186/s12891-023-06360-7>
- Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., Tiu, C. J. S., Clarion, C. A., & Reyes, J. C. B. (2021). Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines. *Medical Science Educator*, 31(2), 615–626. <https://doi.org/10.1007/s40670-021-01231-z>
- Bondie, R., Dahnke, C., & Zusho, A. (2019). How Does Changing “One-Size-Fits-All” to Differentiated Instruction Affect Teaching? *Review of Research in Education*, 43(1), 336–362. <https://doi.org/10.3102/0091732x18821130>
- David, Fred R. 2017. *Strategic Management: Concepts and Cases*. 16th ed. New York: Pearson.

- Dee, J. R., & Leišytė, L. (2017). Knowledge Sharing and Organizational Change in Higher Education. *The Learning Organization*, 24(5), 355–365. <https://doi.org/10.1108/tlo-04-2017-0034>
- Fauzi, A., Mizzudin, M., Suryapermana, N., & Lestari, A. (2021). Strategic Management of Muhammadiyah 12 Pamulang Elementary School in Improving Service Quality and Education Graduates. *International Journal of Educational Management and Innovation*, 2(2), 213. <https://doi.org/10.12928/ijemi.v2i2.3687>
- Hadita, A. (2022). Reckoning the Improvement of Community Independence at Community Learning Activity Center in Indonesia. *Al-Ishlah Jurnal Pendidikan*, 14(4), 6315–6324. <https://doi.org/10.35445/alishlah.v14i4.2116>
- Hapsari, S. (2018). Model Pendidikan Keaksaraan Fungsional Berbasis Media Pembelajaran Untuk Meningkatkan Kemampuan Berpikir Kreatif Pada Diri Warga Belajar. *Jurnal Akrab*, 9(1), 90–100. <https://doi.org/10.51495/jurnalakrab.v9i1.178>
- Hasim, W., Kusen, K., Hartini, H., & Daheri, M. (2021). Perencanaan Strategi Guru Dalam Pembelajaran Pendidikan Agama Islam Pada Masa Covid-19. *Edukatif Jurnal Ilmu Pendidikan*, 3(6), 3884–3897. <https://doi.org/10.31004/edukatif.v3i6.1147>
- Hermawan, Y., & Suryono, Y. (2016). Partisipasi Masyarakat Dalam Penyelenggaraan Program-Program Pusat Kegiatan Belajar Masyarakat Ngudi Kapinteran. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 3(1), 97. <https://doi.org/10.21831/jppm.v3i1.8111>
- Hidayat, D. (2016). Pembelajaran Partisipatif Keterampilan Berwirausaha Untuk Pemberdayaan Ekonomi Warga Belajar Kejar Paket C. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 3(2), 122. <https://doi.org/10.21831/jppm.v3i2.11388>
- Hidayati, A., Setiawati, S., & Sunarti, V. (2018). Gambaran Strategi Pembelajaran Partisipatif Pada Kegiatan Pembelajaran Bahasa Indonesia Dalam Program Paket B Di PKBM Tanjung Sari Kota Sawahlunto. *Spektrum Jurnal Pendidikan Luar Sekolah (PLs)*, 6(1), 1. <https://doi.org/10.24036/spektrumpls.v1i1.9014>
- Humayra, W., Effendi, R., & Suhaimi, S. (2023). Principal Leadership (Multi-Site Study of SDN Pasar Lama 1 and SDN Sungai Miai 10 Banjarmasin). *International Journal of Social Science and Human Research*, 06(03). <https://doi.org/10.47191/ijsshr/v6-i3-67>
- Intan, D. N., Kuntarto, E., & Sholeh, M. (2022). Strategi Guru Untuk Mencapai Tujuan Pembelajaran Pada Pembelajaran Matematika Di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3302–3313. <https://doi.org/10.31004/basicedu.v6i3.2287>
- Jami, D. Z., & Muharam, A. (2022). Strategy for Improving the Quality of Islamic Religious Education Study Programs With Total Quality Management. *Nidhomul Haq Jurnal Manajemen Pendidikan Islam*, 7(2), 267–283. <https://doi.org/10.31538/ndh.v7i2.2096>
- Jirana, J., Amaliah, N., & Damayanti, M. (2022). Praktik-Praktik Pembelajaran Daring Sebagai Bentuk Inovasi Dosen Universitas Sulawesi Barat. *Saintifik*, 8(1), 69–75. <https://doi.org/10.31605/saintifik.v8i1.357>
- Kadafi, A., Asri, D. N., Ardi, P., Afifah, D. R., & Andria, A. (2022). Optimalisasi Learning Management System Di Pusat Kegiatan Belajar Masyarakat. *JMM (Jurnal Masyarakat Mandiri)*, 6(4), 3237. <https://doi.org/10.31764/jmm.v6i4.9547>
- Kahar, M. S., Ibrahim, I., Rusdi, A., & Sukmawati, S. (2019). Pemberdayaan Masyarakat Papua Di Distrik Bikar Kabupaten Tambrauw Melalui Pemberantasan Buta Aksara. *Caradde Jurnal Pengabdian Kepada Masyarakat*, 2(1), 129–138. <https://doi.org/10.31960/caradde.v2i1.275>
- Kautsar, M., & Julaiha, S. (2023). Langkah-Langkah Manajemen Strategik Di Lembaga Pendidikan Islam. *Journal of Instructional and Development Researches*, 3(1), 24–28. <https://doi.org/10.53621/jider.v3i1.203>
- Khasanah, U., Riyanto, Y., & Setyowati, S. (2023). Total Quality Management (TQM) in Education: School Quality Management for Quality Educational Services at Senior High Schools. *Sar Journal - Science and Research*, 211–216. <https://doi.org/10.18421/sar63-10>

- Kumidaninggar, A. (2019). Dampak Pelaksanaan Program Pendidikan Kecakapan Hidup Menjahit Terhadap Aktivitas Wirausaha Warga Belajar Di Lembaga Kursus Dan Pelatihan (Lkp) Ar-Rum Yogyakarta. *Diklus Jurnal Pendidikan Luar Sekolah*, 1(1), 64–74. <https://doi.org/10.21831/diklus.v1i1.23853>
- Lewis, M. A., Williams-Piehot, P., Fitzgerald, T. M., Heminger, C. L., Hobbs, C., Moultrie, R., Taylor, O., Holt, S. L., Karns, S., Burton, J., & Kamerow, D. (2014). Improving the Implementation of Diabetes Self-Management. *Health Promotion Practice*, 15(2_suppl), 83S-91S. <https://doi.org/10.1177/1524839914541277>
- Liu, D., Zhou, S., Lu, X., & Yang, G. (2024). Optimizing Learning: A Meta-Analysis of Time Management Strategies in University Education. *Pupil International Journal of Teaching Education and Learning*, 8(2), 91–111. <https://doi.org/10.20319/pijtel.2024.82.91111>
- Lukman, A. I. (2021). Menumbuhkan Motivasi Warga Belajar Melalui Media Audio-Visual Di SKB. *International Journal of Community Service Learning*, 5(3), 192. <https://doi.org/10.23887/ijcsl.v5i3.39439>
- Maghfirah, N. M. R. (2024). PKBM as an Alternative to Inclusive Education for the Community. *Spektrum Jurnal Pendidikan Luar Sekolah (Pls)*, 12(1), 86. <https://doi.org/10.24036/spektrumpls.v12i1.126673>
- Mintzberg, Henry. 1994. *The Rise and Fall of Strategic Planning*. New York: Free Press.
- Wheelen, Thomas L., dan J. David Hunger. 2018. *Strategic Management and Business Policy: Globalization, Innovation, and Sustainability*. 15th ed. London: Pearson.