

Sociology of Educational Institutions: Motivation And Influence of Socioeconomic Status on Student Involvement in PKBM Ar-Rosyid Purwokerto

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ABSTRACT

This research is motivated by the fact that there is still a gap in student involvement influenced by the socioeconomic status (SSE) of families in non-formal educational institutions. The study aims to analyze the influence of SSE on student motivation and engagement in PKBM Ar Rosyid Purwokerto, identify the factors that mediate these relationships, and explore institutional strategies in reducing learning participation gaps. The research uses a qualitative approach with a single case study design anchored. The data source consisted of 3 homeroom teachers, 12 students from the low, medium, and high SSE categories, the head of PKBM, and 3 parents who were selected through *purposive sampling* and *snowball sampling techniques*. Data were collected through participatory observations, semi-structured interviews, document analysis, and field notes. Data analysis uses the interactive model of Miles, Huberman, and Saldaña which includes data reduction, data presentation, and conclusion drawn. The validity of the data was tested through source triangulation and triangulation techniques. The results of the study show that students from low SSE face obstacles in the form of limited learning facilities, access to technology, and family economic pressures that have an impact on learning engagement. However, family support, teacher attention, and positive relationships between students can increase learning motivation. This study also found that a culture of social care through peer mentoring, psychological mentoring, and affirmative policies of PKBM plays an important role in reducing the impact of socio-economic inequality and creating a more inclusive and equitable education.

1. INTRODUCTION

Family socioeconomic status has proven to be one of the strongest predictors of students' academic achievement in various educational contexts, but the mechanisms by which SSE affects student motivation and engagement are still not fully understood (Hanif, 2023a). The influence of socioeconomic status is not only direct on academic outcomes, but can also occur through psychological and social factors, such as confidence levels, expectations for education, family emotional support, and student participation in learning activities at school. Therefore, a more in-depth study is needed to understand the relationship between family socioeconomic status, learning motivation, student involvement, and academic achievement in order to find a more effective and equitable educational strategy. In Indonesia, the gap in the quality of education between the upper and lower socioeconomic groups is still a serious problem, with students from disadvantaged families facing a double barrier: limited access to resources as well as low parental expectations for education (Muh et al., 2024). Differences in family economic conditions cause inequality in access to educational facilities, school quality, learning technology, and opportunities to participate in additional tutoring. Students who come from families with high socioeconomic status generally have more adequate learning support, both in the form of learning facilities, a conducive academic environment, and parental involvement in the educational process.

In contrast, students from underprivileged families often face a variety of obstacles that can affect their academic development (Muttaqin, 2018). These obstacles are not only related to economic limitations, but also related to low expectations and educational aspirations in the family. Many parents from low economic groups have limited knowledge about the importance of long-term education, so expectations of children's educational achievement are lower. This condition has an impact on low support for learning at home, lack of academic motivation of students, and limited opportunities to continue their education to a higher level. Research shows that a family's socioeconomic status has a major influence on parental involvement in children's education and the educational investment that families provide (Wati & Sahid, 2026). In addition, the education gap in Indonesia is also influenced by structural factors, such as differences in school quality between urban and rural areas, inequality in the distribution of quality teachers, and unequal access to technology. This situation causes students from underprivileged families to face double obstacles, namely limited educational resources as well as a social environment that does not support high academic achievement. As a result, educational inequality has the potential to continue to reproduce social disparities between generations if it is not balanced with more inclusive and equitable education policies (Mas'ud, 2025). Previous studies on SSE and achievement have mostly used a quantitative approach and were conducted in public schools, so the qualitative aspects of how SSE affects motivation and engagement in PKBM are still very limited. (Scrivener, 2012) This study responded to this gap with three objectives: (a) to qualitatively identify how SSE affects student engagement in learning, (b) to analyze the factors that mediate the relationship between SSE and student learning motivation, and (c) to explore strategies developed to reduce student participation gaps based on SSE settings (Khamid & Hanif, 2025). The main hypothesis tested is that low socioeconomic status has a negative effect on student engagement, but this influence can be significantly reduced through structured PKBM interventions such as affirmative policies, psychological support, and alternative social capital development (Muh et al., 2024).

2. METHODS

This study uses a qualitative approach with a single case study design anchored (*embedded single case study*) which focuses on the analysis of the influence of family socioeconomic status (SSE) on student motivation and involvement in learning at PKBM Ar Rosyid Purwokerto. This approach was chosen to gain an in-depth understanding of the learning experiences of students from different socioeconomic backgrounds, as well as how social factors affect their participation in learning activities (Samrin et al., 2020).

Table 1. Methods

No	Informants	Selection Criteria
1	Head of PKBM	Have authority in the management of programs and policies of the institution
2	Homeroom Teacher	Guiding and monitoring students' academic progress
3	Low SSE Students	Come from a family with low economic conditions
4	Medium SSE Students	Come from a family with a middle economic condition
5	High SSE Students	Come from a family with high economic conditions
6	Parents of Students	Representing each of the SSE categories

The data source of the research consisted of 19 informants, namely 1 Head of PKBM, 3 homeroom teachers, 12 students divided into three categories of SSE (low, medium, and high), and 3 parents of students. Informants are selected using the *purposive sampling* based on criteria relevant to the research objectives, such as the family's socioeconomic background, the level of student involvement in learning, and an understanding of the student's educational conditions. Furthermore,

the technique *Snowball Sampling* used to obtain additional informants recommended by previous informants to deepen the information obtained (Angito & Setiawan, 2018). Data collection was carried out through participatory observation three times per week for five months, semi-structured interviews with a duration of 45–90 minutes per informant, document analysis that included student SSE data, educational assistance policies, and learning achievement records, as well as reflective field recordings. Data analysis uses the interactive model Miles, Huberman, and Saldaña which includes data reduction, data presentation, and conclusion drawing and verification (B et al., 2014). At the data reduction stage, the researcher conducted *Coding* thematic to identify patterns related to the influence of SSE on student motivation and engagement. The data is then presented in the form of narratives and comparative matrices between SSE groups so that differences in learning experiences can be analyzed systematically. The validity of the data is maintained through source triangulation and triangulation techniques to ensure the credibility and consistency of research findings.

3. RESULTS AND DISCUSSION

Results

Conditions of Socioeconomic Status and Student Involvement in Learning

The results of the study show that the socioeconomic status (SSE) of the family has a strong influence on student involvement in the learning process at PKBM Ar Rosyid Purwokerto. Based on the results of interviews with 12 students, it was found that students from the low SSE group experienced more obstacles in meeting their learning needs than students from medium and high SSE. These obstacles include limited ownership of digital devices, unstable internet access, and lack of support for learning facilities at home. This condition has an impact on the low intensity of student participation in class discussions, delays in collecting assignments, and limited access to online learning resources (Muttaqin, 2018). Observation data over five months showed that 4 students from the low SSE group were absent more often than the other group because they had to help with their parents' work or work part-time jobs after learning activities were completed. This situation causes a reduction in independent learning time and reduces students' concentration when participating in learning. These findings reinforce the research of Rosmilawati (2016) who explains that students from vulnerable economic families tend to face conflicts between educational needs and family economic demands (Rosmilawati, 2016). In addition to having an impact on the academic aspect, economic limitations also affect the psychological condition of students. Some students from low SSE show a lack of confidence when interacting in class because they feel that they do not have academic abilities or learning facilities that are on par with their peers. In the perspective of Bourdieu's theory of social reproduction, this condition shows that economic capital inequality can develop into cultural capital inequality and social capital in education (Hanif, 2023b). As a result, students from low economic groups have the potential to experience academic marginalization if they do not receive social support from the educational environment.

Table 2. Forms of Learning Barriers Based on Students' Socioeconomic Status

SSE Group	Major Obstacles	Impact on Engagement
Low	Limitations of laptops, internet, part-time work	Low attendance, late assignments
Medium	Limited access to additional learning	Participation is quite stable
Height	Academic stress and family expectations	Competitive but more individualistic

The findings show that the problem of student involvement is not only influenced by academic ability, but is also closely related to the socio-economic condition of the family. This is in line with Mas'ud's (2025) research which states that socioeconomic inequality affects the quality of educational support received by children in the family environment (Mas'ud, 2025).

Factors that Mediate Students' Learning Motivation

Although students from low SSE face a variety of structural barriers, the study found that learning motivation is not entirely determined by family economic conditions. Of the 12 students interviewed, there were 3 students from the low SSE group who showed active involvement in learning, had a high attendance rate, and were able to maintain good academic performance. This phenomenon suggests that learning motivation is influenced by more complex social and psychological factors than just economic conditions (Hanif et al., 2025). The results of the interviews show that family moral support is the main factor that strengthens students' motivation to learn. Parents who actively provide emotional encouragement, attention to children's education, and hope for the future have been proven to be able to increase students' enthusiasm for learning despite being economically constrained. These findings are in line with the research of Puspitasari et al. (2024) which confirms that family support has a significant influence on students' motivation and academic endurance (Puspitasari et al., 2024). In addition to family support, the attention of teachers and homeroom teachers is also an important factor in increasing student engagement. Teachers who build personal communication, motivate, and treat students equally regardless of economic background are able to create a more inclusive learning climate. In Coleman's theory of social capital, a positive interpersonal relationship between teacher and student can be a social resource that helps students develop academic confidence and resilience (Hanif, 2022). The study also found that early success experiences (*early success*) has a great influence on the improvement of *self-efficacy* students. When students successfully complete an assignment or gain appreciation from the teacher, they tend to be more active in subsequent learning. These findings show that small successes obtained by students can be a psychological stimulus to increase intrinsic motivation in learning (Azzahra & Purnawan, 2025).

PKBM Intervention Strategy in Reducing Education Gap

PKBM Ar Rosyid Purwokerto implements several forms of social and academic interventions to help students from the low SSE group to remain actively involved in learning. One of the main strategies implemented is the provision of free laptop and textbook loan facilities. The program helps students access digital-based learning and reduce barriers due to family economic limitations. These findings support the research of Hardiyanti, Shofwan, and Gupta (2025) who stated that the support of learning facilities is an important factor in maintaining the sustainability of education in non-formal institutions (Pratiwi et al., 2026). In addition to facility assistance, PKBM also develops mentoring and psychological assistance programs through homeroom teachers. This approach is carried out by providing motivational counseling, academic mentoring, and intensive communication with students who have learning difficulties. Based on the results of observations, the personalized approach was able to increase students' confidence and strengthen their emotional attachment to the learning environment. Ismanda's research (2025) shows that the psychosocial approach in non-formal education is effective in increasing student participation and learning motivation (Ismanda, 2025). Another intervention applied is peer mentoring (*Peer Mentoring*), namely a mentoring system between students in learning activities. Students who have academic ability are better at helping their friends who have difficulty understanding the learning material. This pattern not only improves students' academic understanding, but also builds social solidarity and concern between students. In the context of non-formal education, social solidarity is an important capital in creating a supportive and inclusive learning environment (Ramdhan, 2025a). The effectiveness of the intervention program can be seen from the decrease in the number of student resignations due to economic reasons. Based on the institution's data, the dropout rate has decreased from around 8% to less than 1% after social support programs were systematically implemented over the past two years. These

findings suggest that educational institution interventions can be an effective strategy in reducing the impact of socioeconomic inequality on educational participation (Ridwan et al., 2025).

Initial Interpretation of Research Findings

The results of the study show that socioeconomic status does affect student motivation and engagement, but this influence is not deterministic. Social factors such as family support, teacher attention, and positive relationships between students have been proven to be able to mediate the negative impact of economic limitations. These findings reinforce Coleman's theory of social capital that places social relationships as an important resource in supporting educational success (Coleman, 1988). On the other hand, this study also shows that non-formal educational institutions have a strategic role in creating educational justice. PKBM not only functions as a place to obtain academic services, but also as a social space that builds solidarity, care, and psychological support for students from vulnerable groups. Thus, non-formal education can be an important instrument in reducing the reproduction of social inequality in society. Overall, the results of the study show that student success is not solely determined by the family's economic condition, but also influenced by the quality of social support that students receive during the educational process. Therefore, strengthening the culture of social care, academic mentoring, and affirmative policies is an important aspect in building a more inclusive and equitable education.

Discussion

Socio-Economic and Reproductive Status of Educational Inequality

The results of the study show that socioeconomic status (SSE) is still an important factor that affects student involvement in PKBM Ar Rosyid Purwokerto. Students from low-income groups face limited access to digital learning devices, family academic support, and adequate study time as some have to help with parental work or work part-time. These findings reinforce Bourdieu's theory of social reproduction which explains that economic inequality can produce inequality of cultural capital and social capital inherited between generations through the education system (Bourdieu, 1986). In the Indonesian context, education disparities are also closely related to the unequal distribution of learning resources between high and low socioeconomic groups (Anindito, 2018). This research is in line with the Mas'ud study (2025) which showed that students from families with low SSE generally receive more limited educational support than students from middle-to-upper families. However, this study found that economic barriers do not always result in low motivation to learn. The findings show that socioeconomic conditions do have an effect, but they do not work absolutely. Psychological and social factors have been shown to have the ability to mediate the negative impact of economic inequality on student engagement in education (Muh et al., 2024). From the perspective of non-formal education, this condition shows that PKBM not only functions as an alternative educational institution, but also as a social space that has the potential to reduce the reproduction of inequality (Novia et al., 2025). When institutions are able to provide social support, learning facilities, and positive interpersonal relationships, students from low-income groups have a greater chance of maintaining their learning engagement. These findings support the research of Ridwan et al. (2025) who affirm that community-based education has an important contribution in expanding access to education for vulnerable groups (Ridwan et al., 2025).

Learning Motivation as a Product of Social Interaction

One of the important findings of this study is that students from low SSE still show high motivation and active involvement in learning. The findings show that learning motivation cannot be understood only from an economic perspective, but also needs to be seen through the social relationships formed in the family environment and educational institutions. Moral support from parents, teachers' attention, and positive relationships between students are factors that strengthen

students' academic resilience despite economic limitations (Puspitasari et al., 2024). The results of this study reinforce Coleman's theory of social capital which states that social relations can be an important resource in supporting educational success (Coleman, 1988). In this study, social capital is seen through intense communication between teachers and students, peer mentoring, and the involvement of homeroom teachers in accompanying students personally. The presence of teachers who are responsive to students' problems makes students feel valued and have a safe space to develop academically and emotionally (Ismanda, 2025). In addition, the study found that early success experiences (*early success*) has a great influence on the improvement of *self-efficacy* students. When students successfully complete an assignment or gain a simple appreciation from the teacher, they show increased participation in subsequent learning. This finding is in line with the research of Azzahra and Purnawan (2025) which explains that psychological reinforcement through positive learning experiences is able to increase students' intrinsic motivation, especially for students from vulnerable socioeconomic groups (Azzahra & Purnawan, 2025). The findings also show that learning motivation has a strong social dimension. Motivation not only arises from an individual's desire to excel, but is also shaped by the emotional support and social recognition that students receive during the learning process (Budianto, 2023). Thus, the success of non-formal education is determined not only by the quality of the curriculum, but also by the quality of the social relations built in the learning environment (Ramdhan, 2025b).

Social Care as an Inclusive Education Strategy

The study found that a culture of social care is one of the main factors that helps students from low SSE stay in education. This form of concern is manifested through laptop lending programs, peer mentoring, motivational counseling, and a personal approach carried out by teachers to students. This practice shows that PKBM Ar Rosyid is not only oriented towards knowledge transfer, but also builds social solidarity among learning citizens. From an inclusive education perspective, a culture of social care is an important mechanism to create more equal learning opportunities for all students (Simatupang et al., 2025). Students from low economic groups are not positioned as mere objects of assistance, but as part of a learning community that has the same rights and potential to thrive. This approach is different from the educational pattern that only emphasizes academic achievement without paying attention to the social conditions of students. These findings are in line with the research of Mulyono and Sintiawati (2025) who explain that community participation and social solidarity are important foundations in the success of non-formal education (Mulyono et al., 2025). In this study, peer mentoring not only improves students' academic understanding, but also strengthens the sense of care and social responsibility between students. These supportive relationships create a more inclusive learning environment and reduce the sense of inferiority of students from the low SSE group (Wahyuni, 2025). Critically, this study shows that social care practices have a broader impact than just helping students complete a learning assignment. Social care functions as a psychosocial mechanism that strengthens students' attachment to educational institutions. When students feel accepted and valued, they tend to have a higher commitment to persevere in the educational process despite facing economic and social pressures (Hardiyanti et al., 2025).

Research Novelty

The main novelty of this study lies in the explanation that social care functions as a mediation mechanism between the limitations of SSE and student involvement in non-formal education. Most previous studies have placed SSE as a variable that directly affects academic achievement or learning motivation. This research shows that the negative impact of SSE can be reduced through strengthening social capital and a culture of care that is systematically built by educational

institutions. The second novelty lies in the position of PKBM as an alternative social capital production space. In this study, social capital does not only come from the family, but is also built through teacher-student relationships, peer mentoring, and institutional affirmative policies. This perspective expands on Coleman's theory by showing that non-formal educational institutions are able to create new social resources for students who do not receive adequate support from the family environment (Coleman, 1988). In addition, this study provides a new perspective on non-formal education in Indonesia. Previous studies have discussed PKBM more from the aspects of management, curriculum, or access to education. This research offers a more sociological approach by linking SSE, learning motivation, student engagement, and social care culture in one complete analytical framework. Thus, this study shows that the success of non-formal education is not only measured through academic achievement, but also through the ability of institutions to build social solidarity and student learning resilience.

Research Contributions

This research makes a theoretical contribution by strengthening the relationship between Bourdieu's theory of social reproduction and Coleman's theory of social capital in the context of non-formal education in Indonesia. The results of the study show that the reproduction of educational inequality does occur through limited economic and cultural access, but the process can be negotiated through social support built by educational institutions. Thus, this study expands the study of the sociology of education by showing that non-formal education can be an arena for social transformation, not just a complement to formal education. Practically, this research contributes to the development of non-formal education policies, especially in strengthening social and psychological services for students from vulnerable groups. Mentoring programs, borrowing learning facilities, and motivational counseling have proven to be effective in increasing student engagement and lowering dropout rates. Therefore, a social care-based approach needs to be integrated into the PKBM management system in a more structured and sustainable manner. This research also makes a methodological contribution because it uses a qualitative case study approach to understand the student experience in more depth. This approach allows researchers to capture psychological dynamics, social relationships, and caring practices that are difficult to measure through quantitative approaches. Thus, this study shows the importance of using qualitative methods in the study of non-formal education and the sociology of education. Overall, this study confirms that non-formal education has great potential to become an instrument of social justice. When educational institutions are able to build a strong culture of social care, students from low-income groups have a greater chance of maintaining learning motivation, increasing academic engagement, and developing better social expectations in the future.

4. CONCLUSION

This study shows that socioeconomic status (SSE) affects students' motivation and involvement in learning at PKBM Ar Rosyid Purwokerto. Students from low-SSE groups face various barriers, such as limited learning facilities, limited access to technology, and family economic pressures that reduce learning time and intensity. This condition has an impact on low participation in learning, late completion of assignments, and decreased student confidence in the academic environment. These findings indicate that economic inequality is still a factor affecting access and quality of students' learning experiences in non-formal education. However, this study found that economic limitations do not automatically lead to low student motivation to learn. Social support provided by family, teacher's attention and mentoring, and positive relationships with peers have been proven to strengthen students' motivation and involvement in the learning process. The

presence of supportive teachers, peer mentoring programs, and a culture of mutual help that develops in the PKBM environment are important factors that help students stay afloat and actively participate in learning activities. These findings show that learning motivation is not only influenced by economic conditions, but also by the quality of social relations formed in the educational environment. In addition, this study confirms that the culture of social care has a strategic role in creating a more inclusive and equitable education. Various programs implemented by PKBM, such as borrowing learning facilities, psychological assistance, and academic mentoring, have been proven to be able to reduce the negative impact of socio-economic inequality on the sustainability of student education. Thus, the success of non-formal education is not only determined by academic aspects, but also by the ability of institutions to build an inclusive, supportive, and value-oriented learning environment of social concern. Therefore, strengthening social support programs, psychological assistance, and empowering learning communities needs to be an important part of the development of non-formal education policies in Indonesia.

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