Reading Center as Community Activity Hubs: An Analysis of Management Effectiveness and Implications for Community Development

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Article Information	ABSTRACT
	Aim: This study aims to examine the effectiveness of managing the *Ransel Buku* community library The research was conducted at *Ransel Buku* in the lower Petuk Katimpun Village, located along the Rungan River. *Method:* The researchers employed a qualitative approach with data collection methods including interviews, observations, and document studies. Data analysis utilized the Miles and Huberman technique, which involves data reduction, data display, and conclusion drawing. The validity of the data was ensured through source and technique triangulation. *Result and Discussions:* The findings indicate that the situational leadership demonstrated by the management is highly adaptive to various conditions. The learning programs include activities such as basic literacy and numeracy (calistung), dancing, English language instruction, as well as counseling and training. The partnership programs reveal collaborations with various institutions. In terms of infrastructure, the facilities and equipment are adequate. Regarding educators, the teaching staff primarily consist of volunteers, while educational roles can still be managed by the management or permanent volunteers. The output indicates the elimination of early marriages among children and their active involvement in activities outside *Ransel Buku*. The achievement of objectives shows that the primary goal of *Ransel Buku* to prevent early marriage-has been successfully attained. Additional indicators include community involvement as learners and external support for activities at *Ransel Buku*, as well as the benefits and satisfaction of service users. *Conclusion:* In conclusion, the management of *Ransel Buku* can be considered effective, despite certain shortcomings, such as the absence of professional educators and a formal curriculum.

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INTRODUCTION

Improving the quality of human resources is one of the primary priorities in community development. In this context, literacy serves as a fundamental foundation for fostering a society capable of critical thinking and contributing to development. One strategic effort to enhance literacy is the establishment and development of community library, particularly in areas with limited access to formal educational resources.

Community library play a significant role in improving literacy, particularly in areas with limited access to formal education. As non-formal institutions, these centers provide learning spaces accessible to everyone, regardless of age or location. This aligns with Rendi's assertion that lifelong education occurs continuously, without constraints of time and place, encompassing the entire human life journey, both in formal and non-formal settings, and involving all segments of society, not only those currently participating in formal education (Rendi, 2019). In this context, both children and adults participating in activities at community library are already engaging in lifelong education (Admin, 2021).

Literacy is widely understood by the general public as reading. However, according to the Ministry of Education and Culture's website, there are six types of literacy: reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy (Admin, 2021). Nevertheless, it is not an issue if reading literacy serves as the entry point for discussing community library, as it is crucial before delving into more complex matters.

Through reading, individuals can develop the ability to process knowledge, study various disciplines, and apply their understanding in life (Andriyani Siti Komalasari, 2023). The Reading Interest Level (TGM) in Central Kalimantan Province has shown an increase. Based on the 2023 TGM Survey conducted across 14 regencies and cities in the province, TGM increased by 10.58%. In 2022, the TGM stood at 50%, while in 2023, it reached 60.58%, categorized as "High." However, Palangka Raya experienced a decline in its reading interest level, dropping from a high category in 2022 to a moderate category in 2023 (Putri, 2024). This is concerning if not promptly addressed, as one of the 17 SDGs (Sustainable Development Goals) is quality education. Achieving quality

education will be a primary objective for the government in addressing other societal issues in pursuit of sustainable development (Nurfatimah et al., 2022).

Learning to read is not limited to schools but can also be done at home or in community library. Community library fall under the category of non-formal education, which is regulated in Indonesia by Law Number 20 of 2003. Article 26, paragraph (1) essentially explains that non-formal education is provided for the community, offering educational services that function as substitutes, supplements, or complements to formal education, in support of lifelong learning (Presiden Republik Indonesia, 2023). In this context, *Ransel Buku* can serve as a supplement and complement, as it has the potential to enhance the knowledge or skills already acquired in school and provide additional knowledge or skills that are not taught in formal education.

Community library are not merely spaces for learning but also serve as social activity hubs that support community development based on knowledge. For instance, TBM *Ransel Buku*, which initially focused solely on teaching children to read, gradually evolved into a center that functions as a means of learning various aspects for the broader community. Effective management of community library also requires adaptation to the changing times, including the implementation of digital technology to facilitate access for readers. With the rapid advancement of information technology, community library must update their methods and ways of delivering information to remain relevant to the needs of the community.

community library can play a role as catalysts for social change by facilitating learning that is relevant to the community's needs. However, the management of the community library at *Ransel Buku* faces various challenges, such as limited collaboration with formal schools, a shortage of external volunteers, and the busy schedules of the organizers (Seth Miko, Wahidin, Endah Yusma Pratiwi, Mardiana, 2023). Therefore, it is essential to reevaluate how community library are managed in order to maximize their benefits for the community.

Research on *Ransel Buku* has been conducted previously. Brigita Manik et al. (2023) conducted a study titled "Taman Baca dan Belajar 'Ransel Buku' as a Concrete Action to Foster Children's Love for Books and Literacy Activities." (Brigita Manik et al., 2023). Saiffullah Darlan et al. (2020) conducted a study titled "The Impact of *Ransel Buku* Community Library Services During the Covid-19 Pandemic on Increasing Visitor Interest" (Darlan, Saiffullah, Seth Miko, 2020). Both studies focus on interest, specifically reading interest and the interest of community members in visiting the *Ransel Buku* community library. This study on the effectiveness of managing *Ransel Buku* aims to assess whether the management of the community library has been effective, and identify areas for improvement. This research differs from previous studies and will complement the body of knowledge about *Ransel Buku*. Therefore, the results of this study are expected to provide comprehensive insights into the management of community library to support inclusive community development.

METHOD

This research is conducted at *Ransel Buku* in Petuk Katimpun Village. The location was chosen because *Ransel Buku* is a non-formal educational institution that, in practice, has an impact on the surrounding environment, such as initiating numerous activities that involve the local community and provide significant benefits. This study used a qualitative approach. Data collection is carried out through specific settings, sources, and methods (Sugiyono, 2016). In terms of the setting, data was collected at *Ransel Buku* and the informants' homes. Regarding the sources, the researcher utilized both primary and secondary sources. As for the methods or techniques, the researcher employed interviews, observations, and documentation. Prior to data collection, the researcher selected informants using purposive sampling, a technique where informants are chosen based on specific criteria. Considering the informants' experience in managing, teaching, or utilizing services or receiving benefits, the researcher selected 11 informants, consisting of one manager, one community leader, two volunteers, three children, and four parents.

For data analysis, the researcher chose the Miles and Huberman analysis technique, which involves first collecting data, then reducing the data, displaying the data, and finally drawing conclusions (Basrowi, 2008). To ensure the validity of the data, the researcher employed source and technique triangulation. Data validity was assessed through multiple information sources and by comparing data obtained from interviews, observations, and documentation studies. This approach is crucial to ensure the results are valid.

RESULTS AND DISCUSSION

In this subsection, the researcher will present the results and discussion related to the effectiveness of the management of *Ransel Buku*. Before discussing the effectiveness of the management, the researcher will provide a brief overview of Ransel Buku.

Based on the interview results, The *Ransel Buku* building was established around the end of 2015 to early 2016 by two individuals, one from Petuk Katimpun and the other from Bali. The local manager from Petuk Katimpun is named F, and the one from Bali is named A. F is the key manager at *Ransel Buku*, while A is responsible for seeking funding links. Both have made significant contributions to the establishment and existence of *Ransel Buku*.

Currently, F works outside the city, so to ensure the continuity of activities, F has recruited four permanent volunteers who teach reading, writing, and arithmetic (*calistung*), dance, and English. The activities are flexible. Generally, *calistung* is scheduled for every Wednesday, English on Thursdays and Fridays, and dance on Saturdays or Sundays. This schedule may

change, or activities may be canceled depending on the availability of the permanent volunteers and environmental conditions (e.g., floods). In addition to regular activities, *Ransel Buku* is frequently visited by external volunteers, such as those from government agencies, schools, or universities. These volunteers engage with children (preschool, elementary, middle, and high school students) as well as the general public (adults). Their activities include teaching, playing educational games, providing counseling, and conducting training sessions. Based on the observation results, children tend to be more enthusiastic when visited by external volunteers because they often receive small gifts, and the activities are diverse, incorporating educational games

Management Effectiveness

The description of *Ransel Buku* provided above is sufficient to serve as an entry point for explaining the effectiveness of its management. Effectiveness refers to the achievement of an organization's goals through the utilization of available resources, assessed in terms of inputs, processes, and output (Yulyana et al., 2016). There are indicators that form the basis for determining whether something can be considered effective, namely the achievement of goals, objectives, or targets as planned (Mamonto et al., 2022).

Initially, the main goal of the management of *Ransel Buku* was to end child marriage. Before 2015, there were many instances of early marriage in Petuk Katimpun Bawah, where children, especially girls who graduated from elementary school, would often drop out of school and choose to marry. Since the establishment of Ransel Buku, early marriages have no longer occurred. Although there is no precise quantitative data to support this, the statement can be justified. Since 2015, children in Petuk Katimpun Bawah have continued their education through to high school. F has worked to motivate the children in the area to continue their education, using teaching as a way to reach them. He consistently incorporates motivational words, urging them to value education and positioning himself as an example that children from marginalized areas can pursue higher education.

> *"Okay, our first mission is to break the cycle of early marriage, and also to emphasize the importance of education. Because back in my day, many of my friends, especially those my age, were already married and their children were in high school. They married too early. They finished elementary school and got married. That was one of the strongest motivations for us, and also the desire to go to school-because before, they didn't want to continue their education. That's why I became an example, showing that even someone from a village, from a marginalized area, can succeed. I was able to sit in a university seat, so why couldn't they? I became the first example in Petuk Katimpun, motivating them, and alhamdulillah, the cycle of early marriage has been broken, and now the children are competing to go to school." (Interview with F, November 12, 2024).*

Based on the effectiveness indicators mentioned above, the management of *Ransel Buku* can be considered effective. In fact, *Ransel Buku* exceeds expectations. Informants stated that the effectiveness of *Ransel Buku*'s management can be seen from the sustainability of activities, both regular ones and those involving external volunteers and community participation (both children and adults). The researcher concludes that the effectiveness indicators for managing a community library can be observed through these aspects.

Furthermore, according to Riza Nur Fadila et al., the indicators for the effectiveness of educational resources include situational leadership, learning programs, partnership programs, infrastructure, educators and teaching staff, and output (Fadila et al., 2020). As a school, even though it is a non-formal one, the researcher adopts these indicators for analysis. Below is the analysis of the effectiveness of the management of *Ransel Buku* community library based on the indicators provided by Riza Nur Fadila et al.

Situational Leadership

Leadership in relation to the community library refers to the ability of the manager as a leader to influence others, including permanent volunteers and community service users. In practice, F has effectively managed to have permanent volunteers on standby to assist whenever external volunteers are involved in activities. He also encouraged children or local community members to attend through WhatsApp messages, which were followed up and clarified by their parents living near *Ransel Buku*. This conditioning was carried out by the manager before he moved out of town and continues to this day. Since relocating, his leadership style has become more collaborative, working together with the parents and permanent volunteers in Palangka Raya. The complexity and demands of dynamic changes have made collaborative leadership a key element in fostering cooperation to achieve common goals (Suhendra et al., 2024).

Learning Programs

The learning programs at the community library play a strategic role in enhancing literacy and knowledge within the community. These programs are typically designed to meet the diverse needs of the community, ranging from strengthening basic literacy (*calistung*), English language skills, and dance for children to outreach and skill training for adults. In terms of digital utilization, *Ransel Buku* has already implemented such initiatives. When F was present daily at the center, children were taught to use laptops. However, this is no longer the case, and now the center occasionally uses an LCD projector to display materials. For children, the learning programs often focus on group reading activities, interactive storytelling, or educational games designed to foster a love of reading from an early age. This approach is essential for creating a pleasant learning atmosphere and establishing reading habits as part of daily life.

Meanwhile, adult community members typically participate in outreach activities and skill training programs. Examples include health education, fishing techniques, and training in creating products or other activities relevant to local needs. These programs not only broaden horizons but also empower the community by providing practical knowledge and skills that can enhance their quality of life.

Facilities and Infrastructure

The facilities and infrastructure at Ransel Buku can be considered comprehensive, encompassing a diverse and high-quality book collection, reading tables, blackboards, LCD projectors, laptops for accessing digital information, a building, proper ventilation, electricity, internet access, and a well-maintained access road to the center. The availability of these facilities ensures that visitors can learn comfortably and effectively. The management of these facilities is crucial for the sustainability of the community library as both an educational and social facility.

Partnership Programs

Ransel Buku has established partnership programs, though not all are officially documented. Some partnerships are informal, such as those with various government departments or private entities. For instance, some provide CSR (corporate social responsibility) contributions, such as purchasing laptops or other equipment. However, there are also formal partnerships, such as the collaboration with the English Language and Non-Formal Education Programs at the University of Palangka Raya. These partnerships are not mere formalities but are actively implemented as intended. They involve educational activities, research, and community service. These partnership programs help build networks that strengthen *Ransel Buku*'s position, allowing it to continue developing and offering engaging activities that positively impact the community.

Educators and Educational Staff

Educators in this context refer to permanent volunteers who teach regularly, as well as external volunteers who conduct activities at Ransel Buku. The role of permanent volunteers includes managing learning activities, such as assisting children in reading, writing, arithmetic, practicing laptop usage, storytelling, conducting educational games, practicing English, and dancing. The success of these permanent volunteers at *Ransel Buku* depends on their classroom management skills and the availability of adequate facilities. Meanwhile, the tasks of external volunteers vary depending on the needs and programs initiated by their respective institutions, ensuring alignment with the learning community's relevance at *Ransel Buku*.

For daily operations, *Ransel Buku* differs from formal schools that typically handle complex administrative matters. Administrative tasks at *Ransel Buku* can be managed by the center's administrator with the support of permanent volunteers. These tasks usually include financial recording, fund allocation, and attendance tracking for external volunteers. The absence of dedicated educational staff does not hinder the effectiveness of *Ransel Buku*'s management. Instead, it becomes an interesting aspect of its operation, as the administrator adopts flexible policies based on current needs. For instance, if staffing is not urgently required, or tasks can still be handled, the funds that would otherwise be allocated for salaries can be directed to other priorities.

Output

The primary goal of *Ransel Buku* was initially to eliminate child marriage. This objective has yielded the outcome of children continuing their education up to at least the high school level. This signifies that *Ransel Buku* has successfully cultivated a community more aware of the importance of education. Furthermore, its output is evident in the continuous participation of children in learning activities at *Ransel Buku* and the active involvement of the community during events. Notably, children from *Ransel Buku* were once involved in the Literacy Festival in Palu, organized by the Ministry of Education in 2019. *Ransel Buku* sent two participants, one male and one female, selected based on their public speaking skills.

These findings illustrate the effectiveness of *Ransel Buku*'s management based on six indicators. Overall, its management can be deemed effective. The only shortcoming lies in the lack of educational staff, which has been effectively addressed by the administrator and volunteers. In the context of education, the effective management of community library like *Ransel Buku* plays a pivotal role in determining the quality of education provided.

The effectiveness of *Ransel Buku*'s management in this study is assessed qualitatively and measured based on the six criterias mentioned earlier. The researcher further adds that, in addition to these six criterias, the effectiveness of community library management can also be evaluated through the achievement of its goals (as previously discussed), community involvement as learners, engagement of external parties in supporting *Ransel Buku*'s activities, as well as the benefits and satisfaction of service users. These aspects were selected by the researcher considering the current conditions and needs to ensure the sustainability of *Ransel Buku*. To maintain its operation, *Ransel Buku* requires funding, educators/facilitators, learners, and impactful activities. Therefore, effective management necessitates strategic efforts to create synergy among all stakeholders, including administrators, donors, volunteers, and the community (from children to parents).

Children are enthusiastic about attending learning sessions at *Ransel Buku*. Based on the observation, on regular days, a few children come to learn basic literacy and numeracy, dancing, and English. However, when there are visitors from outside, the number of children increases significantly, sometimes reaching up to 30. Several informants interviewed by the researcher shared that they enjoy coming to *Ransel Buku* because it provides an opportunity to learn. There are many books to read, and they gain valuable experiences interacting with external volunteers. One parent mentioned that their child enjoys learning at *Ransel Buku* because it offers a wide variety of reading materials, frequent changes in volunteers,

and engaging learning activities. Indeed, the reading materials are diverse, particularly for children, which fosters their love for reading. While the focus may not solely be on measurable academic improvement, the high enthusiasm for reading among the children is, at the very least, a notable achievement.

> "*Whenever they come to Ransel Buku, they always take a book to read, even if they don't read it seriously. However, it is evident that, from an early age, they have developed an interest in books-especially new and updated books, which they enjoy immensely. It is clear that they have started to develop a habit of reading books. In fact, there are even some children who borrow books to take home, and sometimes the books don't come back.*" (Interview with F, November 12, 2024).

The effectiveness of library management can also be observed through the benefits received by its service users. When users feel satisfied and perceive the activities as beneficial, the researcher concludes that the library's management is effective. Children ranging from elementary to high school age, as well as the surrounding community, express satisfaction with the existence of *Ransel Buku* because the activities conducted there contribute to enhancing their knowledge and skills.

The research findings on the evaluation of the success of community reading centers indicate that each TBM implements distinct programs, with program execution generally running well. The outcomes of these activities are categorized as good, as evidenced by various achievements, and the programs have a positive impact by providing tangible benefits (Hayati & Suryono, 2015). These findings align with observations at Ransel Buku, which offers unique programs distinct from other regional reading centers. The implementation of *Ransel Buku*'s programs is well-executed, as evidenced by consistent activities aligning with planned objectives. The outcomes are similarly positive, demonstrated by the participation of children in Palu in literacy festivals through invitation-only pathways. Furthermore, Ransel Buku has a notable impact on the community. A more detailed discussion of these impacts will be elaborated in the following subsection.

Management is closely related to administration, which is the study of resources such as human resources, curriculum or learning materials, and facilities and infrastructure to achieve educational goals optimally (Rahmat, 2018). *Ransel Buku* accommodates all aspects but does not possess formal curriculum documents like traditional schools. The management tailors programs to meet the needs of the children. It might be more effective if there were a curriculum to guide the implementation of programs. However, the absence of a curriculum as a formal guide has not hindered the delivery of education. What matters most is the human element, as it is people who can bring other aspects to fruition (Rahmat, 2018).

The Management of Reading Center: Implications for Community Development

The management of reading center has significant implications for community development, particularly in the educational, social, and economic domains. From an educational perspective, community centers serve as essential resources for promoting literacy, broadening knowledge, and cultivating community habits. These benefits extend not only to children but also to adults through counseling and training activities. Socially, community centers function as inclusive spaces that bring together diverse societal groups, fostering interaction and strengthening communal values. Both children and adults, consciously or unconsciously, benefit from these interactions. Economically, community centers contribute by equipping communities with new skills through training, which ultimately enhances individual capacities for entrepreneurship. For instance, a training program conducted by Ransel Buku taught women how to make dim sum using Haruan fish. This initiative aimed to encourage creativity in utilizing local resources and generating added value from these products. The outcomes of the training revealed that participants gained new knowledge and skills in processing Haruan fish into frozen food products (e.g., nuggets, dim sum, and meatballs). Additionally, they acquired insights into the nutritional value of Haruan fish and its potential health benefits, which had previously been overlooked as the fish was typically sold, salted, or discarded (Yesninopy et al., 2023). This highlights the tangible benefits of community training when applied sustainably.

However, the impact around Ransel Buku tells a different story. Instead of focusing solely on educational outcomes, the presence of Ransel Buku has inadvertently revitalized the local fish market. Visitors to Ransel Buku are drawn to shop at the market, which, in turn, has slightly bolstered the market's significance. With proper management, community centers can transcend their role as educational hubs to become powerful instruments of positive change, empowering communities to achieve their full potential. The ultimate goal of development is to enhance the availability and distribution of basic needs, improve living standards through higher incomes, provide adequate employment opportunities, foster better education, and uphold cultural values alongside social, physical, and spiritual welfare(Niko & Yulasteriyani, 2020). In this context, Ransel Buku's tangible contribution lies in advancing education, supported by other aspects such as cultural introduction.

CONCLUSION

Community library play a crucial role as an effective non-formal educational platform that drives literacy and inspires the community to engage in learning. The success of managing a community library greatly depends on several factors, or in this case, effectiveness indicators. These indicators include situational leadership, learning programs, partnership programs, facilities and infrastructure, educators and educational staff, as well as output, in addition to the

achievement of goals (as discussed earlier), community involvement as learners, and the involvement of external parties to support activities at *Ransel Buku*, as well as the benefits and satisfaction of service users.

This research emphasizes the need for support from the government and the private sector, especially in the form of funding, so that *Ransel Buku* can continue to grow. Furthermore, ongoing quantitative evaluations should be conducted to make the impact more measurable. The development of the Ransel Buku model community library should be considered a pilot project for other regions in Central Kalimantan to ensure its broader impact on community development.

ACKNOWLEDGMENTS

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