The Evaluation of Interactive Snakes Impact and Ladders Game on Increasing Tutor Creativity at Jelita PAUD, Palangka Raya City

Desi Eyunike Br Bangun[1], Hendrowanto Nibel[2]
[1,2]Faculty of Teacher And Educational Sciences, Universitas Palangka Raya, Indonesia

Abstract

This evaluation brtujuan to know 1) the results of evaluation of the impact of snake and ladder games on improving the creativity of tutors in PAUD JELITA Palangka Raya City. 2) To know the understanding of tutors in PAUD JELITA about the importance of media in learning early childhood. This research is a descriptive study with a qualitative approach. The subjects of the study were principals and tutors in paud jelita, a single hill village, palangka raya city. Method of data collection with observation, interview and documentation. Data analysis techniques used are data reduction, data presentation, and verification. Triangulation is done to explain data freedom using sources. The results showed that: (1) evaluation of the impact of interactive snakes and ladder games conducted, first verifying prospective students, then tutors and organizers identifying the needs of students, then tutors compiling the teaching materials needed. (2) The tutor's understanding of the importance of media in early childhood learning, the researchers found that the understanding of tutors in the evaluation of the impact of snakes and ladders was very influential in the motivation of the students. Understanding is something we understand and we understand properly. Similarly, tutors in paud beautiful who are expected to be able to understand and apply the game of snakes and ladders to increase the spirit of learning learners. Tutors are obliged to always innovate so that learning attracts more students. Tutors always have a new creativity, can use something to look attractive and can increase the interest or motivation of learning students.

I. Introduction

Human development is an important aspect that cannot be separated from education. Resource Man have contribution which very big in preparing quality educational activities and able to keep up with the times. Basically, the educational process is one of the efforts made by humans in forming a person who is competent and has global competitiveness. Education is a common symptom in every community life, but the differences in philosophy and outlook on life adopted by each nation or society and even individuals cause differences in the implementation of these educational activities. Education is also national, because its national character is coloring that education. This deficiency arises due to the lack of attention

of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020).

Non-formal education or also called education outside of school is a scope of education whose ownership is focused on the community, concerning independence, funding, management and other aspects, whose activities are from, by and for the community. (Law on National Education System No. 20 of 2003) Article 26 paragraph 1, Education outside of school itself is said to be a complement, an addition to, and a substitute for formal education.

Non-formal education is included in the education system that is held outside the school education system. This non-formal education system is actually an education that is not tiered and structured but, in this case non-formal education can be carried out in a structured and tiered manner as well as formal education, one of which is the Early Childhood Education program. Life long education, a phrase that we have been familiar with from the past until now, which means "Education for life", even in religious teachings it is also stated "Seek knowledge from the swing to the grave". All of this explains that education has become a basic need for humans. The importance of education is not only to be voiced through sentences, but it needs real steps in life. Researchers realize the existence of supporters of the achievement of a demand for the importance of education. Policies in the education system must meet the elements of actualization and efficiency. The concept of lifelong education is a guide in elevating human dignity. The children of this nation should not be left behind with other nations in the world.

Early education must be instilled in children. One of the government policies in the education sector that supports lifelong education is the recognition of Early Childhood Education (PAUD). PAUD is an education that is quite important and even becomes a strong foundation for realizing a smart and strong generation. PAUD is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior and religion). language and communication, in accordance with the uniqueness and stages of development that are passed by early childhood

PAUD is a non-formal education pathway. Non-formal PAUD is education that implements flexible learning programs as an effort to develop and development of children from birth to the age of 6 years which is carried out through Daycare Parks, Playgroups and other equivalent forms. The implementation of non-formal PAUD has many benefits, one of which is to provide opportunities for children to meet physical and spiritual needs and develop talents - his talents optimally. In addition, it also provides careful guidance so that children have the characteristics, values and habits that apply in society. Efforts to encourage non-formal PAUD forms continue to be of concern to all of us, especially the government. One of these PAUD units, as well as the location of this research, is PAUD Jelita, Palangkaraya City, Central Kalimantan.

PAUD Jelita is an early childhood education unit located on Jl. Tjilik Riwut, KM. 5.5 Bukit Tunggal, Jekan Raya, Palangka Raya City, Central Kalimantan. PAUD Jelita has a target so that the surrounding community who have a lower middle class economy get early education for their children so that they can continue to the next level of education.

PAUD Jelita is an educational institution in general that also has planning, processes, and educational components that must support each other in order to optimize the learning

process that takes place in the PAUD. One component that is considered very important is the educator or tutor component.

Tutors as the spearhead for an educational institution have a significant role, the results of the initial identification of researchers indicate that in the learning process of PAUD Jelita, there are 4 tutors who are divided between KB has 2 tutors and TK also has 2 tutors. PAUD Jelita, especially KB, has 13 learning citizens with no differences and involving all religions.

The use of tutor learning methods at PAUD Jelita tends to use quite a lot of methods. In the core activity, the tutor uses all available teaching aids, for example the arrangement of blocks and assignments whose activities include thickening letters, reading and counting.

In this study, researchers tried to design a learning model for tutors at PAUD Jelita with the right strategy, namely by designing a learning design that was not limited by space and time, so that during the learning process tutors as students were not hampered by obstacles to access to material reception. The training strategy according to these considerations is the interactive snake ladder training strategy

The interactive snake and ladder is an APE (Educational Game Tool) that will help children get to know animals and so on so that children have motivation and interest in learning. Snakes and Ladders Game is a game for children that is played by 2 or more people. The game board is divided into small squares and in some of the boxes are drawn a number of ladders and snakes that connect them to other squares. The snake and ladder game is conceptualized to develop 6 social aspects – emotional, cognitive aspects, language aspects, motor aspects, artistic and religious aspects. In each box there is an order that must be required for students to do it.

The need for games and play is absolute for children's development. The environment and adults, in this case parents, and teachers need to facilitate the needs of children by providing various games that can support children's development. The games and play equipment are not something that has to be of high economic value, but anything can be used as a playing tool.

This game is like an ordinary snake and ladder game, For example, Dina rolls the dice and finds the dice number 5 then Dina has to walk towards number 5, the command must imitate the sound of the animal found in number 5 then the number 5 in the snake and ladder game develops artistic aspects and cognitive aspects child. and then will be done by the opponent in the game.

Based on the explanation above, the researcher is interested in researching, evaluating the impact of the interactive snake and ladder game on increasing the creativity of tutors at PAUD Jelita City, Palangka Raya. It is hoped that it will spur the improvement of the quality of the learning process so that it will liven up the learning atmosphere and increase the intensity of communication between tutors, students, and parents. . The phenomenon that occurred after the interactive snake and ladder game made the enthusiasm of the tutors and children's enthusiasm in learning increase and have a positive impact so that the learning process at Early Childhood Beauty became more active so that parents were very happy.

II. Review of Literature

2.1. Tutor's Essence
a. Understanding Tutor

According to Kusnadi (2005:260) explains that tutors are people who teach citizens to learn in an educational environment outside of school. In school activities, tutors can be interpreted as a teacher, namely a person who teaches knowledge, skills, and attitudes to students or students. As stated in UUSPN Number 20 of 2003 Article 29 paragraph 2 that:

"Tutors are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service, especially for educators at universities".

b. Tutor Main Duties

According to Fauzi (2011) the main task of the tutor is to carry out learning activities. The implementation of learning activities on tutors, namely carrying out learning activities starting from the preparation of the syllabus, learning implementation plans, teaching, to conducting an assessment of learning outcomes. Even in some cases tutors and instructors did not prepare the syllabus because it had been prepared by the education/management unit.

c. Tutor Function

Community learning through educational activities outside of school, for example in functional literacy programs is guided by a tutor. As educators, tutors have roles and functions that are almost the same as the roles and functions of school education (formal).

2.2 The Nature of Learning Motivation
a. Understanding Learning Motivation

According to Dimyati and Mudjiono (2009:239) explain that: "Learning motivation is a mental force that drives the learning process. Weak motivation or lack of motivation to learn will weaken learning activities. Furthermore, the quality of learning will be low."

From the statement above, it can be said that motivation is something complex. Motivation will cause a change in the energy that exists in humans, so that it will cling to problems with psychological symptoms, feelings, and emotions, to then act or do something. All of this is driven by the existence of goals, needs or desires, in the discussion of the thesis carried out by researchers is motivation in learning. Therefore, the notion of learning motivation will be described.

b. Motivation Function

According to Hamalik (2003:161) the function of motivation is as follows:
a. Encourage the emergence of a behavior or action. Without motivation, there will be no actions such as learning
b. Motivation serves as a guide. This means directing actions to achieve the desired goal.
c. Motivation functions as a mover. Motivation functions as an engine in a car. The size of the motivation will determine the speed of a job.

2.3 The Nature of Functional Literacy
a. Definition of Functional Literacy

Ideologically, literacy is the "soul" of an educational and cultural program that provides a set of values that are useful for making wise choices. Literacy is shaped by culture just as literacy also shapes culture.

From the description above, it can be concluded that the functional literacy program is a form of out-of-school education service for people who have not and want to have ca-listing abilities, and after participating in this program (their learning outcomes) they have the ability to "read and write arithmetic" and use it and function for its life. This means that they not only have ca-listing abilities and business skills or make a living, but can also survive in their lives.

b. Functional Literacy Concept

In the law of the Republic of Indonesia, it has been explained that literacy education is

education for citizens who are Latina illiterate so that they can read, write, count, speak Indonesian and have basic knowledge, which provides opportunities for self-actualization of potential.

Functional literacy is an out-of-school educational effort in teaching people with illiteracy to have and be able to write, read and count for purposes that are in everyday life by utilizing the potential of existing resources in the surrounding environment, to improve the quality and standard of living.

Literacy reshape culture in accordance with the wishes of the population in a society. People are not passive objects so literate outsiders can manipulate them. Literacy is shaped by culture just as literacy also shapes culture.

2.4 The Nature of Learning

Learning is an activity that is carried out consciously in an effort to achieve goals. Vernon S Gerlach and Donald P. Ely in their book Teaching and Media a systematic approach quoted from Arsyad (2011: 3): "Proposes that learning is a change in behavior, while behavior is an observable action. In other words, behavior is an observable action or result caused by an observable action or several actions.

III. Research Methods

In this study the author uses the type of research used is qualitative. The reason for the authors of the qualitative method is more emphasis on observing the phenomenon and more research into the substance of the meaning of the phenomenon. The analysis and sharpness of qualitative research is greatly affected by the strength of the words and sentences used.

Therefore, Basri (2014) concludes that the focus of qualitative research is on the process and the meaning of the results. The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior, or phenomenon (Mohamed, Abdul Majid & Ahmad, 2010).

IV. Discussion

4.1 Tutor's Efforts in Fostering Learning Motivation Residents Learn Functional Literacy at PKBM Wisata

Based on the observations of the tutor's efforts in fostering learning motivation by giving appreciation and appreciation to learning residents who play an active role in the functional literacy learning process, the tutor also invites and protects learning residents in the functional literacy learning process.

In addition, the institution plays an active role in fostering motivation for learning residents in terms of facilitating learning residents during the teaching and learning process so that students feel comfortable in the learning process carried out by tutors.

According to the researcher, from the series of interviews above, the effective tutors' motivation to learn is effective, and tutors try to maximize the motivation of citizens to learn functional literacy, but because of limited infrastructure and age, tutors are an obstacle in growing learning motivation. Even so, the tutors still try to motivate citizens to learn functional literacy. In addition, the author can conclude that the tutor's efforts in growing motivation to learn functional literacy are by inviting and motivating residents to learn functional literacy by holding practices or providing a kind of reading competition.

The functional literacy program in PKBM Wisata consists of basic and advanced. Basic functional literacy is only given reading and writing materials because the average learner does not know letters. Advanced functional literacy training has been provided in the form of making cakes and sewing skills. The implementation of functional literacy learning at PKBM Wisata is carried out every Thursday and Saturday from 15.00 to 16.00. The number of learning residents is 1 study group consisting of 20 people, learning residents consist of women aged 40-60 years. The study residents came from the opposite Pahandut Village.

Functional skills learning activities are directed at providing productive economic skills and social skills. According to Pasaribu (2012) "functional skills are the pressure on functional literacy education activities because most of the learning residents target the illiteracy eradication program are the poor, so they need to be economically empowered."

a. Preparation

Preparation for learning functional literacy at PKBM Wisata is the organizer of verifying prospective tutors and prospective students. Tutors and organizers identify needs based on local interests and potential.

The tutor prepares a syllabus and lesson plan (RPP KF) according to the type of material being taught, and refers to locally-based literacy competency standards. Tutors prepare teaching materials/modules and media needed for learning. Tutors prepare practical materials and tools.

Aspects of preparation carried out are in accordance with what was conveyed by Kusnadi (2005:203), namely, strategic planning for non-formal education includes 1) clear goals that reflect the needs of the community, both social, cultural, economic and ethical 2) utilization of sources that allow its use. which in this study includes infrastructure, media and tutors in family literacy programs 3) planning implementation, taking into account planning strategies, namely situation analysis and identification of learning community needs 4) and evaluation and feedback for planning the next program

b. Implementation

According to Kusnadi (2005), the implementation of literacy learning programs should encourage people to change themselves to be oriented towards real needs. In addition, the content of the program must reflect the problems and technical descriptions of their solutions, the delivery must be conducive and allow an atmosphere of exchange of thoughts and experiences to lead to good participation of learning citizens.

In the implementation of functional literacy learning in PKBM tourism by providing training and letter recognition for residents learning functional literacy and providing a sense of comfort by protecting and inviting residents to learn functional literacy, the implementation of learning carried out by tutors by directing residents to learn one by one to be able to read, writing and arithmetic as well as providing training to citizens learning functional literacy.

According to Sujarwo (2008) that the purpose of functional literacy education is to help citizens learn to find and use their own calistung materials to develop reading, writing, arithmetic and Indonesian language skills and abilities equipped with functional skills in accordance with everyday life.

Implementation of functional literacy learning at PKBM Wisata from March 2020 - November 2020 for 50 jpl. Consists of 1 study group totaling 20 learning residents. Meeting time twice a week which lasts for 1 hour. The teaching methods and materials used include discussions, lectures, questions and answers, and direct practice. There are 2 functional literacy tutors at PKBM Wisata with undergraduate and high school education.

4.2 Learning Motivation of Citizens to Learn Functional Literacy Before the Tutor's Efforts Are Made

The learning motivation of citizens to learn functional literacy before the tutor's efforts was quite low, this can be seen from the indicators of learning motivation, namely persistence in learning and the enthusiasm of learning citizens in participating in learning which is still low. Although in other indicators of learning motivation such as tenacity in the face of difficulties, the desire for achievement and independence in learning is quite good.

Learning motivation is a non-intellectual psychological factor. His distinctive role is in terms of growing passion, feeling happy and excited to carry out the learning process. Teach citizens who have strong motivation will have a lot of energy to carry out learning activities. According to Sardiman (2011: 75) "learning motivation is a force that will move a person physically and spiritually to do something in order to achieve the desired goal."

In line with Sihombing's opinion (1992:21) suggests that the implementation of functional literacy learning is the development of an illiteracy eradication program, related to research that has been carried out by researchers that the implementation of functional literacy learning that has been carried out by tutors so far is by inviting and protecting learning residents and also tutors providing training and letter recognition such as the introduction of the alphabet so that after graduating from literacy activities residents can read, count and have skills in entrepreneurship after graduating from PKBM Wisata.

4.3 Tutor's Efforts to Grow Functional Literacy Learning Motivation in PKBM Wisata

Based on the results of the study, it was found that the learning motivation of the residents in the functional literacy group was varied. Different motivations illustrate that there are learning residents who have varied motivations. The learning motivation of the functional literacy group members is varied, as evidenced by looking at the motivation indicators. The indicators of motivation include perseverance in learning, tenacity in the face of difficulties, interest and sharpness of attention in learning, achievement in learning, and independence in learning. In this study, the motivation indicators above are divided into sub-indicators that are able to describe the motivation of citizens to learn functional literacy. This means that the motivation indicators used in this study include attendance, following the teaching and learning process, studying at home, attitude towards difficulties, efforts to overcome difficulties, habits in following lessons, enthusiasm in participating in the teaching and learning process, desire to excel, qualifying learning outcomes, completing assignments and using opportunities outside class hours. The findings of this study are that the learning motivation of the various literacy group members can be described by the fulfillment of the motivation indicators used. Varied motivation can be seen from the aspect of perseverance in learning in the form of the presence of learning residents in learning activities and studying at home. The presence of learning residents in learning activities is different when compared to the total number of functional literacy learning residents in each group. Meanwhile, learning at home is used by residents to learn with assistance from the family. The residents' learning motivation is shown by their tenacious attitude in facing difficulties which includes aspects of their attitude and efforts to face difficulties. Residents learning functional literacy have a knack for dealing with difficulties, which is indicated by an attitude of curiosity through asking the tutor. The motivation of learning citizens can be shown by their interest and keen attention in learning which includes habits in following lessons and enthusiasm in following the teaching and learning process. Habits carried out by learning residents include the habit of asking questions, the habit of expressing opinions, and the habit of only following the learning flow by following the direction and guidance of the tutor.

According to Mc.Donald in Sardiman (2006: 73) motivation is a change in energy within a person which is marked by the emergence of "feeling" and is preceded by a response to the existence of a goal. The same opinion was expressed by Ghullam Hamdu and Lisa

Agustina (2011: 91) motivation is an effort based on moving, directing and maintaining a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals. Residents of learning functional literacy groups have been motivated by a change in energy marked by the emergence of "feeling" and preceded by a response to the goal. There is a good response or response by teach residents to take part in functional literacy learning activities. This energy change is indicated by a good response by being willing to take part in functional literacy learning. The energy change is preceded by a response to the goal of increasing knowledge and improving reading and writing skills. This includes the existence of a learning community effort which is based on moving, directing and maintaining behavior so that they are encouraged to act in learning activities both in the learning place with tutor guidance and studying at home with the guidance of the family. There is an urge to learn so as to achieve good learning outcomes and achieve the goal of increasing knowledge and skills in reading and writing.

The motivation of citizens to learn functional literacy contains the desire to activate, move, channel and direct the attitudes and behavior of individual learning. This is evidenced by the existence of learning activities by learning residents based on the suggestion of the importance of knowledge that is useful for everyday life. This is in line with the opinion of Santrock and Yussen (Sugihartono, et al, 2012: 74) that learning is a relatively permanent change due to experience. In motivation, there is a desire that activates, moves, distributes and directs the attitudes and behavior of individual learning

(Dimyati and Mudjiono, 2006: 80). Learning citizens have the motivation to learn so that the internal state is able to foster passion, feel happy and eager to learn. The learning motivation of citizens to learn functional literacy is to improve their knowledge and reading and writing skills which are the basis for citizens to learn to carry out learning activities.

The results of this study support the statement of Sardiman (2006: 75) that a typical role is in terms of growing passion, feeling happy and eager to learn. The learning motivation of the functional literacy group members, which are varied, is illustrated by the fulfillment of several motivational indicators. The learning motivation of functional literacy residents is seen from the indicators of persistence in learning which include sub-indicators of attendance during learning and studying at home. The presence of learning residents in learning activities is different at each meeting when compared to the total number of functional literacy learning residents in each group. Based on the findings in the study, different attendance was caused by several factors.

The factors that cause varied attendance are external or come from outside the learning community. These factors were found by researchers when observing functional literacy learning, many learning residents were absent for various reasons including busy work that had not been completed during learning hours, family interests such as reasons for taking care of children and husband, and interests in the community. Perseverance is seen from the efforts of learning residents to carry out learning activities at home.

These efforts aim to hone their reading and writing abilities and skills as well as a reminder effort so that they do not easily forget considering that most of the learning residents are mothers. The residents' learning motivation is shown by their tenacious attitude in facing difficulties which includes aspects of their attitude and efforts to face difficulties.

Residents learning functional literacy have tenacity in facing difficulties which is indicated by an attitude of curiosity through asking the tutor. When learning takes place, the activities carried out are in the form of transferring knowledge from tutors to learning residents and vice versa. In these activities, learning residents often encounter difficulties

both in writing and reading what is written by the tutor. The emergence of difficulties experienced by learning residents encourages an attitude of curiosity. Curiosity is shown by the learning community through asking the tutor. Residents of learning do not feel shy or embarrassed to ask the tutor because there has been a close and familial relationship.

Citizens' learning motivation can be shown by their interest and keen attention in learning which includes habits in following lessons and enthusiasm in following the teaching and learning process. Habits carried out by learning residents include the habit of asking questions, the habit of expressing opinions, and the habit of only following the learning flow by following the direction and guidance of the tutor. The habit of asking is included in the attitude and effort in dealing with difficulties but is classified as a habit because the activity of asking questions occurs repeatedly in each lesson. The activity of asking questions is a common thing done by learning residents. Some learning residents also often express their opinions regarding the material they want to get and which is useful for their daily life.

This is based on the results of interviews with several learning residents, which is also seen through observation activities of their sincerity in participating in learning activities. The results of observations through observations found that the level of enthusiasm in participating in learning there were some learning residents who attended on time and others attended more than the agreed time. Motivation to learn can be shown by the existence of good achievements in learning which includes aspects of the desire to excel and have good learning outcomes qualifications. Research shows that learning residents have the desire to excel and qualify for fairly good learning outcomes, seen from the study of learning residents' documents which show fairly good results. There is a desire for achievement in the form of a desire to increase knowledge and skills in reading and writing based on the results of interviews by researchers. The desire for achievement is evidenced by the qualifications of good learning outcomes. This can be seen from the study of the results of the study resident's document.

The results of the research above are in accordance with the motivation indicators by Keke (2008) which states that the indicators of motivation include perseverance in learning, tenacity in facing difficulties, interest and sharpness in learning, achievement in learning and independence in learning.

The findings about learning motivation are strengthened by the results of research by Aritonang Keke in 2008 that interest and motivation to learn greatly influence learning outcomes, other factors that influence are the way educators teach related to providing motivation, educator character, learning atmosphere and learning facilities used.

V. Conclusion

Based on the description of the research results and discussions that have been presented in Chapter IV, the following conclusions can be drawn:

1. The implementation of functional literacy learning at PKBM Wisata verifies prospective tutors, and prospective students, then tutors and organizers identify needs according to the competence of participants, the two tutors prepare a syllabus and lesson plan implementation, the three tutors prepare the required teaching materials and modules

2. Efforts made by tutors in fostering the learning motivation of citizens learning functional literacy in PKBM Wisata are very effective and can be well received by learning residents. The efforts made by these tutors include providing personal motivation to learning residents about the benefits of reading, writing and arithmetic as well as providing training and skills that can support learning residents. Giving rewards in the form of transportation funds as well as money to buy gifts in the form of kitchen

needs. What the tutor does is that learning residents can be motivated in participating in functional literacy learning at PKBM Wisata. In addition, tutors provide motivation by providing direction to learning residents and providing training that can support learning residents to become entrepreneurs after graduating from PKBM Wisata.

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