

TUTOR STRATEGIES IN INCREASING THE MOTIVATION OF STUDENTS TO LEARN AT PKBM BUNDA THROUGH A PARTICIPATORY LEARNING MODEL

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ARTICLE HISTORY

Received : 19-09-2025

Revised : 18-10-2025

Accepted : 29-10-2025

KEYWORDS

tutor strategies,
learning motivation,
PKBM moms,
participatory learning,
non-formal education

ABSTRACT

This study aims to analyze tutor strategies in increasing the motivation of students to learn at PKBM Bunda through the application of a participatory learning model. The research background is based on low motivation to learn, which has an impact on participation, attendance, and the level of equality of the program. This study uses a qualitative approach with a case study design. Data collection techniques were obtained through interviews, observations, and documentation studies. Data analysis techniques include the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that tutors play a role not only as teachers, but also as facilitators, motivators, and learning companions. The strategies implemented include collaborative learning planning, the use of problem-based learning methods, strengthening social interactions, and project-based evaluations that emphasize relevance to the real lives of learning residents. This research complements previous research that generally only highlighted motivation strategies in general and tutor professionalism. This study confirms that the application of participatory learning models in PKBM is effective not only in increasing the intrinsic motivation of learning citizens, but also in strengthening social solidarity and forming a cohesive learning community. These findings prove that the participatory learning model is able to increase intrinsic motivation, active involvement, and confidence of participants, while strengthening social among learning residents.

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INTRODUCTIONS

In Indonesia's national education system, non-formal education plays a very strategic role, especially in reaching community groups that are not served by formal education. Non-formal education is regulated in Law No. 20 of 2003 concerning the National Education System and aims to provide educational services for people who have limited access to formal schools. Institutions such as the Center for Community Learning Activities (PKBM) are the backbone in organizing equality education and community-based learning. Along with the complexity of social, economic, and geographical problems, the institution continues to adapt to respond to the needs of lifelong learning (Kushari & Septiadi, 2022)

The Community Learning Activity Center (PKBM) acts as an inclusive education alternative that provides educational services for all levels of society, especially those who are marginalized from formal education (Munifah & Ardiyansyah, 2022). PKBM organizes various non-formal education programs including literacy education, equality education, skills education, and job training designed to develop learning citizens (Zaifullah et al., 2023). The existence of PKBM is becoming increasingly strategic in an effort to expand access and reduce education disparities in Indonesia, especially in the 3T (Disadvantaged, Frontier, and Outermost) areas. In this region, the limited formal education infrastructure and the low availability of learning services make PKBM function as the main alternative for people who want to achieve education equivalent to elementary, junior high, and high school, while developing life skills. However, various challenges are faced, ranging from limited human resources, infrastructure, to low motivation to learn from residents (Setiono et al., 2023). The implementation of an effective tutor strategy not only determines the success of the teaching and learning process, but also has the potential to increase the motivation and participation of learning residents. This is especially relevant for PKBM Bunda operating in 3T areas, where the need for an adaptive and empowering learning approach is increasingly urgent.

Learning motivation is one of the fundamental factors that greatly determine the success of the educational process at the Community Learning Activity Center (PKBM). The level of motivation that learners have has a direct effect on their participation in learning activities, regularity of attendance at each meeting, and seriousness in completing the tasks given. When learning motivation is at a low level, the impact is not only limited to declining participation, but also seen in the low level of program completeness, the achievement of competency standards that are far from optimal, and minimal real impact on improving the quality of life of learning residents. This condition shows that the success of PKBM is not only determined by the availability of infrastructure facilities or open materials, but also the extent to which the learning strategies implemented are able to stimulate active participation, arouse interest, and foster citizens' awareness of the importance of education. This shows the importance of learning strategies that can stimulate active engagement and interest in learning. In this context, the role of the tutor becomes very central. Tutors who are able to adopt the right learning approach, such as the participatory model, have great potential in increasing citizens' motivation to learn (Gaol et al., 2023).

The tutor's strategy in non-formal education cannot be equated with the conventional approach to formal education. Tutors at PKBM are required to be more flexible, adaptive, and have the ability to build emotional closeness with learning residents. Research shows that learning strategies based on social interaction and active participation have a significant impact on increased motivation and learning engagement. Tutors play the role not only of teachers, but also of facilitators and motivators (Wau et al., 2023). Therefore, the application of the participatory learning model through tutor strategies is expected to optimize the learning experience and increase the motivation of students to learn at PKBM Bunda.

The participatory learning model is one of the approaches that is considered effective in the PKBM environment. Approach This places the learning citizen as an active subject in the learning process, so that they are not only the recipients of the material, but also involved in decision-making and given the opportunity to express their opinions. This participation has been proven to be able to increase *sense of belonging* and strengthen intrinsic motivation (Prihatmi et al., 2022) and citizen learning engagement. Through positive social interaction and support from tutors, it is hoped that learning residents can achieve better educational goals.

PKBM Bunda as one of the non-formal education providers in Samarinda, faces the same challenge. Based on initial observations, the learning motivation of learning residents is still relatively low, which has an impact on attendance and graduation rates. This condition emphasizes the need for a more in-depth study of the strategies used by tutors in generating learning motivation, especially through the application of a participatory approach that places citizens as active subjects. This research is present as an effort to evaluate as well as provide strategic recommendations so that learning in PKBM can be more effective and have a long-term impact (Latief et al., 2022)

The results of the study are expected to provide insight into the effectiveness of the participatory learning model in increasing learning motivation and its impact on the achievement of learning outcomes in PKBM Bunda. The findings obtained are also expected to make a significant contribution to the development of non-formal education strategies, especially in the context of PKBM, to improve citizens' motivation and learning outcomes. In the perspective of learning motivation theory, humanistic approaches such as those of Abraham Maslow and Carl Rogers emphasize the importance of a learning environment that supports the psychological needs of individuals, such as a sense of security, value, and

self-actualization. Thus, the application of the participatory learning model is in line with these humanistic principles because it places learning citizens as active subjects who are valued, involved, and empowered in the learning process.

In the context of non-formal education, learning motivation is not solely triggered by academic grades or certifications, but by the relevance of the material to the living needs of the learner. Tutors who are able to respond to this need through adaptive strategies and based on the socio-cultural context of students will be more successful in building *self-directed learning*. In PKBM Bunda, where the diversity of social backgrounds, ages, and work of learning residents is a challenge in itself, an authoritarian pedagogical approach tends to be counter-productive. Therefore, the tutor strategy that places the learning citizen as an active subject and a dialogical partner is a form of transformation from exploitative learning to emancipatory learning (Montgomery et al., 2023). In line with this, the implementation of tutor strategies based on the participatory learning model is expected to increase the motivation as well as the involvement of learning residents in the educational process at PKBM Bunda.

More broadly, the participatory learning model not only contributes to increased motivation, but also forms a dynamic learning community in the PKBM environment. Through discussion forums, group projects, and real-world problem-based learning (*problem-based learning*), citizens learn not only from tutors, but also from peers. This model reinforces the social dimension in learning, which, according to , is a crucial aspect in a person's cognitive and affective development. In PKBM Bunda, the implementation of participatory learning is not only aimed at activating residents to learn in learning activities, but also to build solidarity and social networks between residents who were previously marginalized in education. Thus, participatory-based tutoring strategies not only have an impact on academic achievement, but also on strengthening social capital and empowering learning communities in a sustainable manner (Thomas & Martina, 2022).

A number of previous studies have shown that tutor strategies play an important role in increasing students' learning motivation in PKBM. Research conducted by (Febriani et al., 2021) found that tutors play a significant role in increasing the intrinsic motivation of Package B students in PKBM PENA by providing rewards and encouraging consistent learning habits. Research by (Hardiyanto & Robandi, 2021) The pressure that tutor pedagogical competence, including effective lesson planning and classroom management, is a crucial factor, although its implementation often faces consistency constraints that impact learning outcomes. Other strategies, such as the use of engaging learning media, group discussions, and understanders In general, previous research has highlighted more general motivational strategies and tutor professionalism in the context of non-formal education. However, in-depth exploration of the application of special participatory learning models in PKBM is still limited. This gap opens up space for research that focuses on participatory-based tutoring strategies in increasing the motivation of learners to learn, especially in PKBM Bunda.

This research is important to measure the extent to which PKBM Bunda is able to provide adequate access to education for the community, as well as describe the strategies applied by tutors in increasing the learning motivation of learning residents. This study also seeks to assess the effectiveness of the implementation of participatory learning models as an approach that can encourage active engagement, strengthen intrinsic motivation, and improve learning outcome achievement. Thus, this research is expected to be able to make an academic and practical contribution in the development of relevant learning models in PKBM and strengthen the capacity of tutors as the vanguard of non-formal education in Indonesia.

METHOD

This study uses a qualitative approach with a case study method to explore in depth the strategies of tutors in increasing the learning motivation of PKBM Bunda residents through participatory learning. This approach was chosen because it is appropriate to understand social and educational phenomena in their original contexts, and allows researchers to explore citizens' learning experiences and tutor practices in a contextual manner. Case studies are considered most appropriate in non-formal education, especially PKBM, because the learning environment is more dynamic and requires a thorough understanding of social and pedagogic dynamics (Sumarni et al., 2020).

This research is expected to provide deeper insight into how adaptive tutor strategies can increase the learning motivation of residents in PKBM Bunda. The main activity in this study is data collection which aims to produce findings that are relevant to the focus of the research. This stage is seen as the most strategic step, as the core of the research is to obtain accurate and accountable data (Mustangin et al., 2018). The data collection process is carried out with various

techniques and instruments that are carefully selected to suit the needs of the research. Data collection techniques refer to the procedures used by researchers to obtain data in the field, while research instruments are tools that assist researchers in collecting information systematically. The following is an explanation of the data collection techniques and instruments used in this study.

1. Interview

The interview technique was used to obtain in-depth information from tutors who had experience and direct involvement in the equality program at PKBM Bunda. Key data were obtained through semi-structured interviews to explore tutors' strategies in increasing learning motivation. Interview questions were developed based on learning motivation theory and humanistic approaches, with an emphasis on how tutors evoke intrinsic drives, create a learning atmosphere that values individual potential, and facilitate participant independence. The interview process was carried out directly in the PKBM Bunda environment with a duration of 30-60 minutes per session, and all conversations were recorded with the consent of the informant.

2. Observation

Observation techniques are used to obtain direct data about the learning process that takes place at PKBM Bunda. Observations were carried out in the activities of the equality learning program in packages B and C, involving interaction between tutors and learning residents. The instruments used are in the form of structured observation sheets that contain indicators of active participation, such as attendance, involvement in discussions, asking questions, and forms of collaboration between participants. The focus of observation was directed at the tutor's strategies in providing instruction, communication patterns used, and the application of participatory learning methods in the classroom.

3. Documentation Studies

Documentation study techniques are used to obtain written and archival data that support the results of interviews and observations. The documents described include the syllabus, Learning Implementation Plan (RPP), attendance list, tutor evaluation report, participatory open materials, and minutes of tutor coordination meetings. The instruments used in the form of sheets have been documents that focus on the suitability of learning strategies with research objectives, especially the integration of participatory approaches and their relevance to citizens' learning motivation.

The collected data was analyzed using the Miles and Huberman interactive model which included the stages of data reduction, data presentation, and conclusion drawn. Data from interviews and observations were recorded, transcribed, and then compiled based on themes such as motivation, tutor strategies, and participatory models. This technique is used to extract interaction patterns and the effect of learning strategies on the involvement of learning residents. This method is also used in evaluating the effectiveness of the community participation-based PKBM tutor method (Fadilla et al., 2022).

The results of this research are expected to provide practical recommendations for PKBM managers in designing programs that are more effective and responsive to the needs of learning residents. This study pays attention to the ethical principles of qualitative research, including providing information to participants, informed consent, and protecting identity confidentiality. During the interview and observation process, the researcher maintains professionalism and builds an empathetic relationship so that the data obtained reflects the real conditions. This is important to ensure the integrity of the research results, in their study of the strategies for empowering students to learn in PKBM based on humanistic and contextual approaches (Wau et al., 2023). The implementation of a participatory learning model is expected to build the confidence of learning citizens, improve social skills, and encourage better collaboration among them.

RESULT AND DISCUSSIONS

Based on the results of interviews regarding the role and strategies of tutors in increasing learning motivation at PKBM Bunda Samarinda City, there are a number of important findings that reflect the effectiveness of participatory non-formal education. Studies reveal that tutors play a crucial role not only as facilitators of learning, but also as motivational agents and social enablers. At PKBM Bunda, the approach used by tutors includes giving individual attention to learning residents, using contextual learning methods, and providing positive and constructive feedback. This strategy has been proven to be able to increase learning engagement and confidence of learners, especially those who have previously dropped out of school (Handayani et al., 2025).

The discussion in this study emphasizes the importance of flexibility in the implementation of learning in PKBM Bunda. Tutors and learning residents work together to develop schedules and methods that suit their needs and conditions. This approach reflects the essence of non-formal education based on the principles of equality and active participation. A learning model that is responsive to the social context of students is key in reaching marginalized communities, and PKBM Bunda has successfully implemented this principle well.

The results of field observations show that the success of PKBM Bunda cannot be separated from the synergy between managers, tutors, and the surrounding community. The role of local communities helps strengthen the learning ecosystem, for example by providing learning spaces, moral support, and involvement in program planning. This is in line with the community-based empowerment approach, where the success of non-formal education is highly dependent on strong social support. This participatory model emphasizes that learning in PKBM is not just a transfer of knowledge, but a transformative process that uplifts the dignity of learning citizens (Robianti et al., 2024).

Based on the results of the interview, it can be concluded that there are still several methods that are considered less effective in the implementation of learning at PKBM Bunda. This condition shows the need for the application of learning models that have been proven through empirical studies as a solution to increase citizens' motivation to learn and optimize the learning process. The following is a presentation of the data from the field findings.

Planning

Learning planning is a crucial stage in the implementation of educational strategies in PKBM, especially to increase the motivation of learning residents. At PKBM Bunda, learning planning is carried out collaboratively between tutors, managers, and occasionally involves learning residents through informal meeting forums. This is in line with the principle of community-based learning that places students as part of decision-making. This kind of planning allows tutors to devise learning strategies that are contextual and relevant to the needs of learners (Fikri & Nugroho, 2025).

The learning planning process at PKBM Bunda is designed based on a flexible academic calendar and tailored to the characteristics of students, including aspects of working hours, family responsibilities, and domicile location. Based on internal documentation, tutors develop thematic modules with a participatory approach that integrate the life experiences of learning citizens as the main source of learning. This approach is in line with the principles of andragogy which emphasizes the importance of the active involvement of adult learners in every stage of the learning process (Ndraha et al., 2022).



Figure 1. Planning Meetings Held Regularly Every Month by Tutors and PKBM Bunda Administrators

The results of the observation showed that the planning prepared by the tutors was not only focused on material and method aspects, but also included communication strategies, the formation of study groups, and the preparation of project-based activities. Tutors consistently encourage adoption Real Problem-Based Learning (*problem-based learning*) with the aim of fostering the active involvement of learning citizens in the critical thinking process (Suminar et al., 2025). This approach is in line with the principle of andragogy which emphasizes the importance of the relevance of the material to the life experiences of adult learners, so that the learning process becomes more meaningful (Satiri et al., 2024). In addition, the application of Problem-Based Learning is seen as effective in increasing intrinsic motivation because learners are directly involved in problem-solving that suits the context of their lives. Thus, this model not only strengthens critical thinking skills, but also builds a sense of responsibility and independence in the learning process.

One of the advantages of planning at PKBM Bunda is its flexibility in adapting to local needs. In the development of the theme, tutors consistently integrate contextual issues, such as household economics, micro-business opportunities,

and family health, so that learning becomes more relevant and encourages participants' level of engagement. In the aspect of preparing lesson plans, the results of the documentation study show that the tutor has applied the principles of active learning through discussion, demonstration, and field practice methods. Formative evaluations are also designed as part of the process, not just the final instrument. All of these plans are developed by taking into account the results of tutor reflection and input from learning residents collected periodically, so that planning is always adaptive and responsive to the needs of participants

The results of the discussion with the tutor showed that the learning planning strategy was prepared by taking into account the structural obstacles that often arise in the field, including limited time for residents to study and low access to technology. As a form of adaptation to these conditions, most learning activities are focused on face-to-face meetings by applying interactive and participatory methods. This approach is in line with studies that show that planning that is responsive to real-world conditions on the ground tends to be easier to implement effectively (Nuriyah et al., 2024).

Through this approach, it is hoped that an inclusive and fun learning atmosphere will be created, so that it can increase the motivation and involvement of students to study at PKBM Bunda. Although in general planning has been well implemented, challenges still arise in terms of consistency of implementation. Some tutors face difficulties in maintaining a participatory flow due to the limited number of meetings and the low level of basic literacy of participants. However, the implementation of routine reflection every month becomes a strategic space to review and improve future learning plans. This continuous evaluation mechanism strengthens the quality of the planning process.

Based on these findings, it can be concluded that the planning stage at PKBM Bunda leads to a progressive, humanistic, and participatory approach. The tutor's strategy in designing learning is no longer centered on delivering material, but rather on facilitating a collaborative and meaningful learning process. With adaptive and contextual planning, the motivation of learners can be grown from the beginning through realistic expectations and a humane approach.

Implementation

The implementation of the tutor strategy at PKBM Bunda shows that the participatory learning model is not only designed in planning, but also implemented in real life in teaching and learning activities. Tutors act as facilitators who build democratic learning spaces through dialogue, collaboration, and exploration of citizens' learning experiences. This implementation supports constructivistic learning theory that emphasizes the importance of social interaction and reflection in building knowledge (Yahya et al., 2023)

In its implementation, the learning session was opened with a joint reflection, where the tutor invited participants to share daily experiences that were relevant to the learning theme. This technique encourages participants' emotional engagement and strengthens the connection between teaching materials and real life. hands-on experiential learning accelerates value transfer and strengthens adult learners' learning motivation.

One of the characteristics of the implementation of participatory learning observed at PKBM Bunda is the use of *problem-based learning (PBL)* methods in the form of local case studies, such as household financial management, processing of garden products, or management of working and learning time. Tutors do not convey a single solution, but facilitate learners to discuss and formulate solutions based on their collective knowledge. This approach has been shown to improve participants' critical thinking skills and confidence.

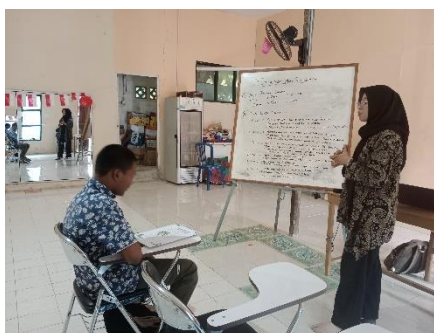


Figure 2. The Process of Implementing PKBM Bunda Learning

Tutors also apply collaborative learning strategies by forming heterogeneous study groups. This strategy allows for the exchange of experiences between learning citizens who have different work backgrounds. For example, residents who work as traders share their business management experiences with other participants. This model strengthens social solidarity and forms a cohesive learning community. On the other hand, the implementation of tutor strategies is also faced with several obstacles. Some learners have limited basic literacy and low self-confidence at first. Tutors at PKBM Bunda overcome this with a patient and personal coaching approach, building supportive interpersonal relationships. This strategy is in line with the principle of inclusion in non-formal education, where the diversity of participants' backgrounds must be used as a starting point for the preparation of methods (Fikri & Nugroho, 2025). Thus, learning is not solely oriented to the delivery of material, but also to strengthening individual capacity according to their needs, potential, and life experiences. This shows that the success of participatory learning is not only determined by the methods used, but also by the sensitivity of the tutor in accommodating the diversity of participants, resulting in an inclusive, relevant, and empowering learning process.

In terms of evaluation during the process, tutors use not only written exams, but also oral reflections, group projects, and presentations. Evaluation is done as part of learning, not as a separate stage. This approach is considered more equitable and inclusive, especially for participants with minimal academic experience. This is also emphasized in the study, which states that participatory learning requires contextual and multi-method evaluation. Residents admitted that they felt more valued and motivated because they had the opportunity to voice their opinions and be involved in class discussions. They feel that they are not judged solely on academic ability, but on real experience and contribution in the learning process. These results suggest that tutoring strategies affect not only cognition, but also affective and social aspects of participants. Overall, the implementation of learning at PKBM Bunda shows that participatory-based tutoring strategies are effective in increasing citizens' motivation to learn. Despite the challenges, this strategy is able to build an inclusive, reflective, and contextual learning community. Tutors transform from instructors to empowering facilitators, making the learning process a means of strengthening the capacity of citizens in a sustainable manner (Nursakinah et al., 2025). The tutor strategy based on the participatory learning model at PKBM Bunda shows great potential in creating an inclusive and empowering learning environment, in accordance with humanist non-formal education principles.

Evaluation

The evaluation of learning at PKBM Bunda is not only focused on academic achievement, but also on increasing the motivation, participation, and independence of learning residents. Evaluation is carried out in a continuous and multifaceted manner, covering cognitive, affective, and social dimensions. This approach reflects the concept of assessment as learning, where the evaluation process is designed as an integral part of learning. The tutor not only becomes an assessor, but also a companion who provides reflective and motivational feedback. The evaluation of the motivation of learning residents is carried out through observation of learning behavior, involvement in discussions, consistency of attendance, and courage in expressing opinions. These indicators are derived from internal instruments developed by PKBM Bunda based on the principles of andragogy and participatory learning. The results of the observation showed a significant increase in participants' learning motivation, especially after the implementation of dialogical and participatory strategies by the tutors (A. Potemkina & G. Sharshavina, 2021).

In addition, tutors also use project-based assessment to measure participants' understanding of the material in a real context. For example, participants were asked to prepare a small business plan, manage the bylaws, or deliver presentations related to local issues. This technique integrates knowledge with practical skills, while building the confidence of learners. Proving that project-based evaluation is effective in measuring the success of contextual learning in PKBM.



Figure 3. Routine Evaluation Meeting of PKBM BUNDA Tutors and

Evaluation of the tutor's own strategy is carried out through two mechanisms: personal reflection and collective reflection forums. Every month, the tutor compiles a reflection record on the successes, obstacles, and follow-up of the implementation of learning. In addition, PKBM Bunda facilitates meetings between tutors to share good practices and conduct mutual evaluations. This model is in accordance with a collaborative teacher evaluation approach that encourages the professional growth of tutors in a participatory manner. (Robianti et al., 2024).

However, challenges are still found in the implementation of a comprehensive evaluation, especially related to the limitations of measuring instruments that are able to capture affective aspects quantitatively. Some tutors stated the need for advanced training to improve competence in compiling evaluation instruments that are responsive to the heterogeneous backgrounds of learning residents. Therefore, the PKBM management plans to develop a more comprehensive and technology-based monitoring system. The results of the evaluation also showed that participatory strategies had an impact not only on individual participants, but also on the dynamics of the study group. There has been an increase in solidarity, mutual help, and the formation of a learning network between residents. Tutors noted that groups that applied collaborative principles showed higher perseverance in completing group tasks and projects. This confirms the importance of a social approach in adult learning.

In addition, the year-end summative evaluation showed a significant increase in the learning outcomes of learning residents compared to the previous year. Attendance and graduation rates increased by more than 20%, and most participants showed progress in communication skills, functional literacy, and problem-solving. This achievement is an indicator that the participatory-based tutor strategy has a real positive impact on the learning process and outcomes of PKBM Bunda residents. Thus, evaluation in the context of this study not only functions as a measurement of results, but also as a reflection tool for improving the quality of learning and the professionalism of tutors. Tutoring strategies that are oriented towards empowering participants have proven to be effective in building sustained motivation, encouraging active participation, and creating an inclusive and meaningful learning environment.

CONCLUSION

This study confirms that tutor strategies have a central role in increasing the learning motivation of residents in PKBM Bunda. Tutors not only function as teachers, but also as facilitators, motivators, and empowerment-oriented companions. Through collaborative planning, the use of problem-based learning methods, and the application of experiential learning, learning residents are encouraged to be actively involved in every process. This participatory approach has been proven to be able to generate intrinsic motivation, foster confidence, and create a learning climate that is more relevant to the real needs of the community. The research findings also show that participatory learning in PKBM Bunda not only has an impact on academic achievement, but also strengthens social cohesion and forms an inclusive learning community. Adaptive tutoring strategies, as well as prioritizing the value of equality, have created an optimal and effective learning space. Project-based evaluation and collaborative reflection make a significant contribution in measuring learning success, not only from the cognitive aspect, but also affective and social. This shows that the participatory learning model is effective as a non-formal education approach.

This research complements previous research that mostly only highlighted the motivation of the strategy in general and the professionalism of the tutors. By focusing on the implementation of the participatory learning model in PKBM, Bunda proves that this strategy can be a solution to low learning motivation as well as the challenge of participant diversity. Thus, this research not only provides a theoretical contribution to the development of a participatory-based non-formal education model, but also practical recommendations for PKBM managers to strengthen tutor capacity, improve implementation consistency, and expand the impact of education for society in general.

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