

## Community Views on Non-Formal Education in Pamekasan For Society-Based Education

Shinta Oktafiana

Tadris IPS, Tarbiyah Faculty, State Islamic Institute of Madura  
oktafianashinta@gmail.com

Imdadur Rohman

Management Of Islamic Education, Tarbiyah Faculty, State Islamic Institute of Madura  
imdadurrohman05@gmail.com

Ila Wilayatul Jannah

Management Of Islamic Education, Tarbiyah Faculty, State Islamic Institute of Madura  
wilayatuljannahila@gmail.com

Dina Arina

Management Of Islamic Education, Tarbiyah Faculty, State Islamic Institute of Madura  
dinaarina755@gmail.com

Hawaijil Asrori

Management Of Islamic Education, Tarbiyah Faculty, State Islamic Institute of Madura  
hwjlasrori19@gmail.com

**Abstract:** Non-formal education plays a crucial role in providing learning opportunities to individuals who may not have access to formal schooling. In the context of Pamekasan, a region in Indonesia characterized by its diverse culture and socio-economic background, non-formal education serves as a vital tool for addressing educational gaps and empowering marginalized communities. This research aims to explore the perspectives and experiences of the local community in Pamekasan regarding non-formal education initiatives. By understanding the community views, we can identify the strengths, challenges, and potential improvements needed in non-formal education programs. This research uses a descriptive quantitative method with random survey data collection techniques to 60 respondents consisting of productive age adolescents and parents. This study seeks to contribute valuable insights that can inform policymakers, educators, and stakeholders in enhancing the effectiveness and relevance of non-formal education in Pamekasan. Through this exploration, we aim to shed light on the importance of community engagement and participation in shaping educational policies and practices. The results of this study are community perceptions of non-formal education, the role of non-formal education, and the benefits of non-formal education.

**Keywords:** Community Views; Non-Formal Education; Pamekasan

### INTRODUCTION

Education is the main pillar as an effort to equalize and increase the potential of society in order to achieve the desired quality of education. In Indonesia, the quality of education compared to other countries is currently still lagging behind, both in terms of management, human resources and infrastructure, both in formal and non-formal education. In accordance with data from the Global Human Capital Report, the condition of education in Indonesia is very worrying because at that time in 2017 Indonesia was ranked 65th out of 130

countries in the field of education because Indonesia's interest in learning was lacking, and people's interest in literacy was very minimal, so the quality of education in Indonesia still classified as lower than education in other countries (Wahyudi et al., 2022) .

The low quality of Indonesia's formal education is influenced by an imbalance in the portion of subjects, standardization of cognitive scores to measure student competence, parental demands, unequal distribution of educational resources, and the lack of opportunities to study at school (Elvira, 2021) . From this, it causes school dropout rates at elementary and middle school age both in cities and rural areas. Especially now that it is triggered by the increasing ease of information technology which is more focused on results than results. Learning will increase knowledge, depth of thinking and refine taste (Yunarti, 2017) . In education there will be learning that provides an in-depth process to develop student potential. developing student potential will provide diversity (E. Hasanah, 2023) because it is tailored to students' interests and talents. It is important for schools to reach the development of students' potential by providing adequate and easily accessible facilities.

The education system in Indonesia is divided into formal education, non-formal education and informal education. Education plays an important role in helping society's learning process. Education is divided into two parts, namely formal and non-formal education. Formal education is education that is carried out systematically and regularly, has clear levels starting from elementary school to university, and is within a certain time period in accordance with government regulations or the auspices of the institution. Meanwhile, non-formal education is an activity or learning process outside the general or formal education system that is carried out in an organized manner (Thoif, 2021) . In measuring the quality of education in Indonesia, the focus is on formal education. Formal education is highly regulated by the state with clear guidelines and a curriculum that follows current developments. However, there are many reasons why the quality of formal education is still relatively low and needs to be improved.

Non-formal education was created to provide an alternative way of obtaining education for people outside school age . Non-formal education is also defined as a learning process which does not adopt the same curriculum and methods as formal education, and in essence non-formal learning has four pillars, namely learning to know, learning to do, learning to be yourself ( learning to be ), and learning to be in society ( learning to live together ) (Mubah, 2023) . Non-formal education makes it easy for people to receive education without age limits and tailored to their needs. Non-formal education functions as a substitute, addition and complement to formal education. So that people learn according to their needs.

Formal and non-formal education have differences in the dimensions of learning applied. According to UNESCO in the book *Sociology of Education*, formal education has a high level of rigor and uniformity compared to the level of rigor and uniformity of non-formal education (Hermawan & Sulastri, 2023) . Formal education adopts a curriculum or content that is in accordance with the provisions and policies of each respective institution (Kemendibudristek and Kemenag), whereas non-formal education adopts a learning system or content that varies according to the conditions of the surrounding environment, human resources, and needs and output only for increase knowledge and skills outside formal education.

The existence of non-formal education aims to be a refinement of formal education, which is provided by people who need educational services that function as a substitute for and complement formal education in order to support lifelong education in accordance with Law Number 20 of 2003 concerning the National Education System, Article 26. Non-formal education has a specific urgency to minimize and help people rise from ignorance, lack of knowledge and skills, backwardness and poverty (Thoif, 2021) .

Non-formal education is growing rapidly in Pamekasan Regency, especially in the city and surrounding areas. Non-formal education is an initiative to provide alternative learning opportunities outside the formal school structure. Over time, these initiatives expanded to serve various segments of society, including working adults, women, and those living in remote areas. Despite facing challenges such as limited funding and recognition, non-formal education programs in Pamekasan continue to survive through grassroots efforts and community support, thus playing an important role in democratizing access to education (Puspito, Swandari, & Rokhman, 2021) . As a result, these programs received significant support and involvement from the local community, reflecting a deep appreciation for the value of non-formal education in Pamekasan.

In the realm of non-formal learning in Pamekasan it has developed rapidly. One form of non-formal education is computer skills training which includes programming and networking, as well as sewing skills. These skills are taught according to regular activities in schools and Islamic boarding schools, to ensure that students receive a well-rounded education. Apart from that, Pamekasan also offers an early childhood education program for children aged 0-6 years. These programs aim to ensure the quality of education and contribute to the overall development of children in accordance with the National Education Standards regulated in Government Regulation no. 19 of 2005. The development of tutoring has also grown rapidly to help students in learning activities.

Non-formal education has developed widely in both rural and urban communities. This non-formal education is also carried out based on religion, culture and needs. The non-formal learning process is focused on forming attitudes and character. Non-formal education plays an important role in providing learning opportunities to individuals who may not have access to formal schooling. In the context of Pamekasan, a region in Indonesia characterized by diverse cultures and socio-economic backgrounds, non-formal education functions as an important tool to overcome educational gaps and empower marginalized communities. This research aims to explore the perspectives and experiences of local communities in Pamekasan regarding non-formal education initiatives. By understanding society's views, we can identify strengths, challenges, and potential improvements needed in non-formal education programs. This study seeks to contribute valuable insights that can be input for policy makers, educators and stakeholders in increasing the effectiveness and relevance of non-formal education in Pamekasan. Through this exploration, we aim to highlight the importance of community engagement and participation in shaping educational policy and practice.

From the development of non-formal education in the Pamekasan community above, it is important to dig deeper regarding the community's views regarding non-formal education in the community. From the research, we will analyze the institutions that are familiar to the Pamekasan community, the community's views on non-formal education and the challenges

of non-formal education in Pamekasan in the era of society 5.0. It is hoped that these three things can be taken into consideration in preparing future policies. There needs to be more attention regarding non-formal education in Indonesia, whether based on religion, culture, knowledge or skills.

## **RESEARCH METHODOLOGY**

In writing this article, the author used descriptive research methods with a quantitative approach. Descriptive research, namely, a research method carried out by a group of people who conduct research on an object, a system of thought or an event that is occurring at the moment. The aim of descriptive research is to create descriptions and analysis to find out the facts that occur in the field to describe the atmosphere or events that occur using this descriptive method (Sugiyono, 2017).

Based on this understanding, it can be concluded that descriptive research is a research method carried out by collecting information and data that correlates with existing phenomena, and explaining well the objectives to be obtained, planning how to approach it, and collecting various data to validate the phenomena being studied. Carefully to make a report. In this research, the author wants to manage learning residents or the community, especially in Pamekasan City, by increasing their knowledge and truth regarding views on formal and non-formal education in Pamekasan using learning community management media.

This research also used 60 respondents, namely students, workers and housewives who used purposive sampling techniques. The instrument used in this research was a closed questionnaire distributed online. The data analysis used is descriptive statistics by grouping, simplifying and presenting the data.

## **RESULTS AND DISCUSSION(12 pt)**

Results and discussion are a critical part of a research that allows us to analyze the findings that have been collected and provide an in-depth interpretation of their meaning and implications. In this research, we will present the results of analyzing the data we have collected regarding society's views on non-formal education, as well as conduct an in-depth discussion regarding its significance. Through a survey we conducted with 60 respondents, we have collected various data about people's perceptions of non-formal education in various aspects, from learning outcomes to the challenges they face. In this section, we will discuss the main findings of the survey, reflecting the diverse views and perspectives obtained from respondents. The focus of this research is non-formal education in Pamekasan, society's views regarding non-formal education, and the challenges of non-formal education in the era of society 5.0.

### **Non-Formal Education in Pamekasan**

Pamekasan is a district on the island of Madura with the main focus on equitable educational development. There are many schools, both public and private, that can facilitate students well. The development of Pamekasan district is comprehensive and welcomes immigrants so that changes occur that have a positive impact. Pamekasan is the administrative center and many public service centers are very adequate. Many people

outside Pamekasan have settled with diverse needs so that all aspects of life have developed. Even though there are many immigrants, cultural education and the internalization of religious values on the island of Madura have not disappeared. Madurese people highly respect customs and include it as a necessity to educate the next generation. This activity is embedded in education in schools and in the community.

Even though the Pamekasan people strictly maintain Islamic customs and values, non-formal education is also developing which can be seen from the following bar diagram.

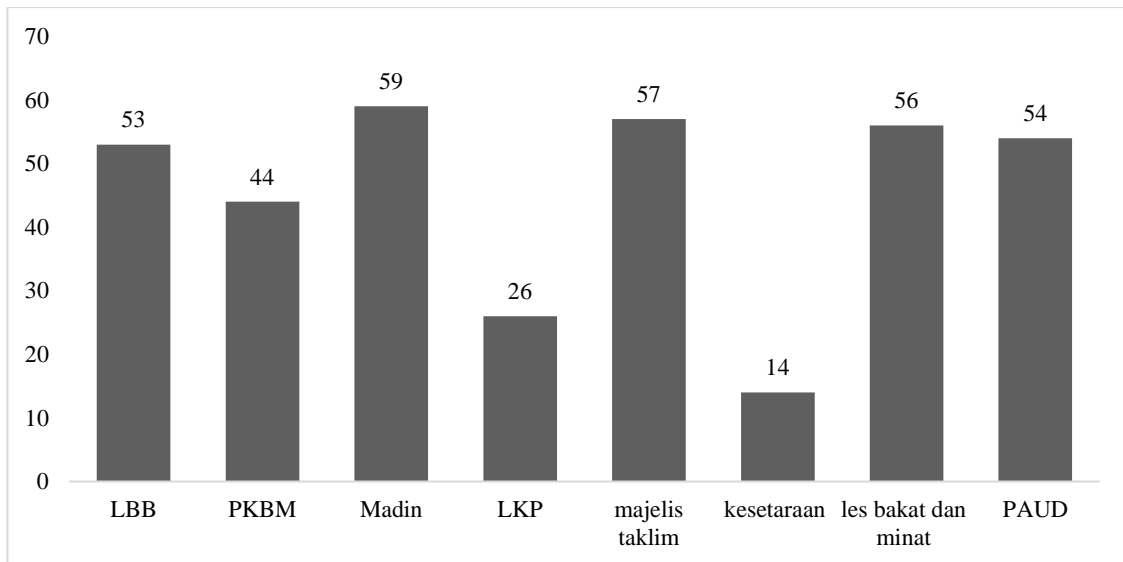


Figure 1. Known Non-Formal Education by the Madurese Community

In the picture above, there are eight non-formal educational institutions in Pamekasan both for religious and non-religious development. The public is very familiar with non-formal religious education such as madrasah diniyah and majlis taklim. From the results of the distribution of the questionnaire, 59 people stated that they were very familiar with Madrasah Diniyah and 1 person did not know because they only lived in Pamekasan. Madrasah Diniyah is considered very important by some people because it is related to early introduction to the Koran. Madrasah Diniyah is non-formal education as a complement to schools that focus on Islamic religious education and Arabic (Adib, 2019). Apart from that, the taklim assembly of 57 people knew about and took part in this activity. This taklim assembly provides religious learning which is followed by adults and will form other communities such as prayer, tahlil and istiqosah assemblies. Taklim assembly activities are carried out regularly through joint agreements.

From the enthusiasm of the Pamekasan people in madrasah diniyah activities and taklim assemblies, it can be concluded that the Pamekasan people really uphold Islamic values. Islamic values are mandatory activities for all communities to maintain religious values (Shiqon & Ramadhan, 2023). Religious values are manifested in preserving the reading of the Koran, prayers, tahlil and other religious activities. The Pamekasan people really maintain the customs that have been passed down from generation to generation. Even though they are overseas, the people really maintain traditions (U. Hasanah et al., 2014) especially those related to Islamic values.

Islamic-based learning is very important for the Pamekasan community. Islamic religious figures in Pamekasan are highly respected because they are considered people who can teach society to do good in accordance with the commandments of the Islamic religion (Sirry, 2024). Pamekasan people have an Islamic spirit that is used to guide their lives. Since they were teenagers, the people of Pamekasan have enjoyed taking part in Islamic activities such as columns, prayer meetings and youth religious communities. This activity forms a very strong Islamic character so that Islamic and cultural values in society are maintained (Norhasan, Buhsawi, & Hananah, 2023).

Non-formal education that many people are familiar with is talent and interest tutoring, early childhood education and tutoring. There were 53 people who stated that they knew about tutoring and most of them had participated in the program. Tutoring tutoring helps people add to the material available at school by deepening the material. The presence of tutoring makes it easier to deepen the material at school thereby improving student learning outcomes (Maiyanti & Laili, 2022). Early childhood education, there were 54 respondents who knew and all understood learning activities for early childhood. 6 people didn't know because they had never participated in an early childhood education program and their parents chose to prepare their children for elementary school. What's more interesting is that 56 people found out about their interest in talent tutoring and took part in this activity. Interest talent tutoring is related to self-development activities. The activities carried out by respondents were music lessons, sports lessons, dance and self-defense.

Non-formal education which is quite familiar in the community is the Community Learning Activity Center. 44 respondents knew this and were more familiar with schools pursuing packages or equality. The Community Learning Activity Center is defined as an institution that provides non-formal education by paying attention to community needs and is used as a place for the development of learning citizens (Hatimah, 2006). However, only 14 respondents knew about equality in Pamekasan. Respondents did not know for sure what the equality program was because they were not familiar with it. Respondents considered the Community Learning Activity Center to be a package-pursuing school. With a fairly high rate of dropping out of school and not going to school in Pamekasan, people choose to become manual workers. Difficulty accessing education has a tremendous impact on learning activities. Apart from that, 26 respondents had attended training at the Course and Training Institute. Respondents who knew the Course and Training Institute were aged 28 years to 35 years because they had participated in courses and training activities at the institution. However, those under 28 years of age do not know and know but do not participate because much of the training at courses and training institutions is outdated.

From the explanation above, it can be concluded that 75% of Madurese people are aware of institutions that provide non-formal education, both Islamic and related to self-development. The importance of non-formal education in Pamekasan provides ample opportunities for the community to develop themselves in all aspects (Zemaitaityte & Petrauskiene, 2022). Non-formal education uses an andragogy learning approach with learning citizens as the center of learning. So that the process of facilitating self-development is humanistic and pays attention to the needs of the learning community.

### **Community Views on Non-Formal Education in Pamekasan**

Non-formal education has become an increasingly important topic in the realm of global education, especially with the growing complexity of educational needs and the dynamics of modern society. In the face of rapid social, economic and technological change, non-formal education has become a significant alternative in meeting lifelong learning needs for individuals from various backgrounds. This research aims to explore society's views on non-formal education, which is considered a supplement or complement to formal education. Through a survey conducted on 60 respondents representing a variety of backgrounds and experiences, we sought to understand their perceptions of various aspects of non-formal education, from learning outcomes to its role in meeting society's needs.

Non-formal education is considered a relevant tool in the modern educational context due to its flexibility in providing access to the knowledge and skills necessary to adapt to changes occurring in society and the work environment (Zemaitaityte & Petrauskiene, 2022) . However, the extent to which society recognizes the value and effectiveness of non-formal education is still a question that needs to be answered. By analyzing survey results covering various aspects of non-formal education, including learning outcomes, its importance as a support, and its role in overcoming educational challenges, we hope to gain deeper insight into how society views non-formal education. It is hoped that the information obtained from this research can provide valuable insights for policy makers, educational practitioners and the general public in supporting and developing more effective and inclusive non-formal education.

In this context, it describes the survey results which reflect various views and perceptions of society towards non-formal education. Thus, the contribution of this research can help in shaping further discussions and concrete actions in advancing non-formal education as an integral part of an inclusive and responsive modern education system. Here are the results.

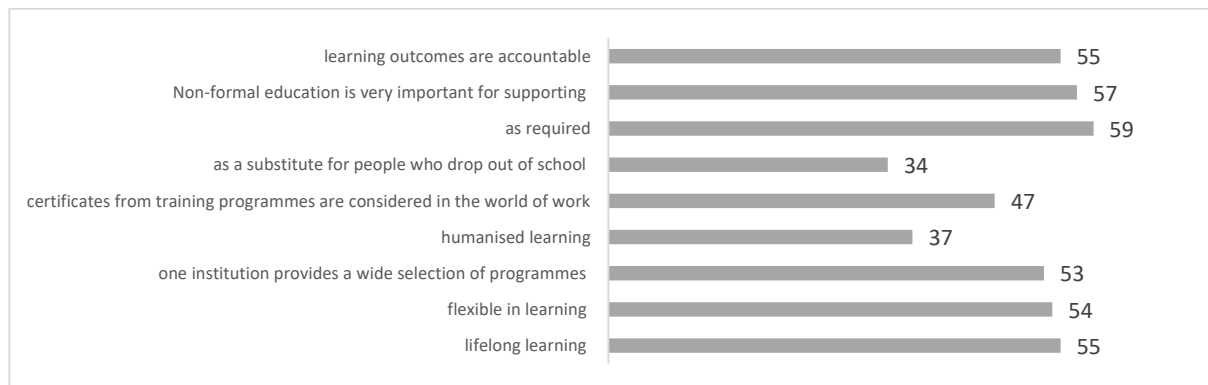


Figure 2. Community Views Regarding Non-Formal Education

Analysis of this data describes the respondents' views and perceptions of non-formal education and related aspects. Of the 60 respondents, 55 respondents felt that learning outcomes from non-formal education could be accounted for. This shows that the majority of respondents believe that non-formal programs provide results that meet certain expectations or standards. As many as 57 out of 60 respondents rated non-formal education as important. This shows that there is quite high awareness of the role and benefits of non-formal education in supporting individual development. 59 out of 60 respondents felt that non-formal

education suited their needs. This reflects the flexibility and ability of non-formal education to adapt to individual needs and desires. Even though the number is lower than other aspects, 34 out of 60 respondents still see non-formal education as a viable alternative for people who decide not to continue formal education.

A total of 47 respondents out of 60 stated that certificates from non-formal training programs were considered in the world of work. This shows that there is appreciation for the achievements gained from non-formal education in the labor market. With only 37 respondents supporting humanist learning, this shows that there is variation in preferences for learning approaches among respondents. However, this approach is still considered relevant by some respondents. More than half of respondents, namely 53 out of 60, consider it important to have various program choices offered by a non-formal education institution. This highlights the need for flexibility and diversity in non-formal education. 54 respondents rated flexibility in learning as important. This shows that the ability to study without being tied to a rigid schedule is an important factor for most respondents. Of the 60 respondents, 55 of them expressed support for the concept of lifelong learning. It emphasizes the importance of continuous education and change as part of an individual's life.

Overall, the results of the analysis show that the majority of respondents have a positive view of non-formal education, considering it a suitable and important alternative to support individual development throughout life. Although there are variations in preferences and perceptions, this shows that non-formal education has a significant role in supporting society's educational and learning needs. The strongest agreement among respondents relates to the attributes of education that meets needs, the importance of non-formal education, and community replacement for school dropouts. These three aspects received the highest number of positive responses (59, 57, and 57 out of 60, respectively), indicating that respondents highly value education that is responsive to individual needs, supports lifelong learning, and offers alternative pathways for those who have left the system formal education.

Aspects related to considering training certificates in the job market, offering a wide choice of programs by institutions, and flexible learning also received strong positive responses, indicating that job relevance, choice, and adaptability are also important. However, the humanistic attributes of learning and the role of certificates in the job market had relatively lower levels of agreement among the respondents. However, more than half of respondents still acknowledged the importance of these two attributes, which indicates a positive but more moderate perception compared to the other attributes.

The survey results show a high level of appreciation among respondents for an education system that is adaptable, relevant to the world of work, and offers a variety of choices. Non-formal education is designed for education that supports non-traditional pathways, which suggests that there may be significant concern for individuals who are not well served by the conventional education system (Syahrudin, Majid, Yuliani, & Qomariah, 2019) . The relatively lower rates of substitution for community dropout and humanistic learning may imply that these areas are considered less urgent or that different respondents interpret their significance differently. Nevertheless, all aspects listed in the survey reflect the important components of a modern education system as seen by respondents.

## **Challenges of Non-Formal Education in the Era of Society 5.0**



The Society 5.0 era has brought profound transformation in various aspects of human life, including education. With digital technology increasingly seeping into all walks of life, education is not immune from its impact. In the midst of these changes, non-formal education has emerged as an integral part of efforts to provide access to education that is inclusive and responsive to the demands of the times. The challenges faced by non-formal education in the Society 5.0 era are becoming increasingly complex. Digital technology is not only changing the way we learn, but also influencing the way education is delivered, accessed and assessed. In this context, non-formal education, which is often an alternative or complement to formal education, must adapt quickly to remain relevant and effective.

In this research, the main challenges faced by non-formal education in the Society 5.0 era are outlined. By understanding these challenges, it is hoped that innovative and sustainable solutions will be found to strengthen the role of non-formal education in meeting the educational needs of modern society. Through in-depth analysis of the challenges faced by non-formal education in the Society 5.0 era, we hope to provide valuable insights for policy makers, educators, educational practitioners and the general public. In this way, efforts to improve the quality and accessibility of non-formal education can be carried out more effectively, so that every individual can get equal and meaningful learning opportunities in facing the challenges of the 21st century. The following are the results of distributing questionnaires for non-formal education challenges in the Society 5.0 Era.

Table 1. Survey Results on Non-Formal Education Challenges in the Era of Society 5.0

Challenge	Respondent	Percentage	Information
1. Institutions Provide Career Information	44	73%	Important
2. training in accordance with IT developments	57	95%	Very important
3. Institutional Branding through Social Media and Website	54	90%	Very important
4. teachers according to the qualifications of the program offered	56	93%	Very important
5. guidelines for organizing national learning activities	49	82%	Important
6. There is evaluation and control from the Education Department	53	88%	Important

From the data, it appears that 73% of the total respondents (44 out of 60) consider it important for non-formal education institutions to provide career information. This shows that non-formal education is not only considered as a place to acquire knowledge and skills, but also as a means to prepare students to enter the world of work. Therefore, it is important for non-formal education institutions to pay attention to this aspect in an effort to increase the relevance and added value of the programs they offer.

The data shows that the vast majority of respondents, namely 95% (57 out of 60), consider it very important to include training in accordance with IT developments in the non-formal education curriculum. This reflects awareness of the importance of IT skills in facing

challenges and opportunities in the technology-driven Society 5.0 era. Therefore, the integration of IT skills in non-formal education can help prepare individuals for success in an increasingly digitally connected environment. Data shows that 90% of respondents (54 out of 60) think it is very important for non-formal education institutions to pay attention to branding through social media and websites. This highlights the importance of an institution's visibility and image in attracting participants and maintaining public trust. Through social media and websites, institutions can communicate their values, programs and achievements effectively to the public, which in turn can increase program sustainability.

The large majority of respondents, namely 93% (56 of 60), consider it very important to establish regulations for teacher recruitment that are in accordance with the qualifications of the programs offered. This emphasizes the importance of teacher expertise and skills in delivering non-formal education material effectively. Ensuring that teachers have appropriate qualifications can also improve the quality of teaching and student satisfaction. As many as 82% of respondents (49 out of 60) consider it important to create comprehensive regulations so that learning is in line with educational goals. This shows the need for clear and comprehensive guidelines in organizing non-formal learning activities, which can ensure consistency, standardization and achievement of desired educational goals. 88% of respondents (53 out of 60), consider it important to carry out evaluations so that there is control over the institution and the programs offered. This emphasizes the importance of accountability and supervision in ensuring that non-formal education institutions operate in accordance with established standards and provide the expected added value to students.

Respondents prioritized the integration of IT skills training in non-formal education, with 95% stating it was very important. This reflects the emphasis on technology as we move forward towards Society 5.0. The importance of branding and social media presence, as well as having teaching staff who meet program qualifications, shows the need for quality assurance and increased visibility in the competitive world of education. Providing career information, although considered important, was less important than IT and branding, which may indicate a more established service or lower perceived impact. Publishing national guidelines and conducting evaluations reflects the desire to have cohesive standards and accountability, ensuring quality across the spectrum of non-formal education offerings (Mubah, 2023) . Data shows that there is a consensus on the need for non-formal education to adapt to technological advances while maintaining high standards for educators and having a strategic image. This also highlights the importance of governance and regulation to ensure the quality and relevance of education in a society increasingly shaped by digital transformation (Puspito et al., 2021) .

## **CONCLUSION**

In conclusion, the study on community views regarding non-formal education in Pamekasan has shed light on the importance of such programs in addressing educational gaps and meeting the diverse needs of learners in the region. Through a comprehensive analysis of survey data and interviews with community members, it is evident that non-formal education

plays a crucial role in providing accessible and tailored learning opportunities for individuals who may not thrive in traditional academic settings. The positive feedback received from participants highlights the impact of these programs on enhancing skills, improving livelihoods, and fostering a sense of empowerment within the community. Thus, it is recommended that policymakers and educators continue to support and invest in non-formal education initiatives to ensure equitable educational opportunities for all residents of Pamekasan.

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**Shinta Oktaviana, dkk.**, *Community Views on Non-Formal Education in Pamekasan For Society-Based Education*

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