

Implementation of PDCA-Based SKKNI in Improving Education Quality and Employability of Computer Program Graduates

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Article Info

Received:

7/7/2026

Accepted:

12/9/2026

Published:

10/10/2026

Abstract: This study aims to describe the implementation strategy of the Indonesian National Work Competency Standards (SKKNI) through the Plan-Do-Check-Act (PDCA) cycle and its contribution to enhancing the hard skills, soft skills, and employability of graduates at LPK Kanira. Using a qualitative approach with a descriptive single case study, data were collected through in-depth interviews, participatory observation, and documentation studies, then analyzed using the Miles and Huberman model and validated through triangulation. The results indicate that the internalization of SKKNI based on PDCA effectively aligns competencies through procedural discipline and remedial programs, and significantly increases employability by reducing the job-waiting period to less than three months, thanks to BNSP certification serving as a credibility signal for the industry. This research formulates adaptive best practices for small-scale vocational training centers in rural areas to overcome skill mismatches and strengthen the competitiveness of the digital vocational workforce.

Keywords: SKKNI, PDCA, Employability, LPK Kanira, Digital Vocational.

Abstrak: Penelitian ini bertujuan mendeskripsikan strategi implementasi Standar Kompetensi Kerja Nasional Indonesia (SKKNI) melalui siklus Plan-Do-Check-Act (PDCA) serta kontribusinya terhadap peningkatan hard skill, soft skill, dan employability lulusan di lembaga LPK Karina. Menggunakan pendekatan kualitatif dengan studi kasus tunggal deskriptif, data diperoleh melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis dengan model Miles dan Huberman serta divalidasi melalui triangulasi. Hasil menunjukkan bahwa internalisasi SKKNI berbasis PDCA efektif menyelaraskan kompetensi melalui disiplin prosedur dan program remedial, serta meningkatkan employability secara signifikan dengan memangkas waktu tunggu kerja menjadi kurang dari tiga bulan berkat sertifikasi BNSP sebagai sinyal kredibilitas bagi industri. Penelitian ini merumuskan praktik terbaik adaptif bagi LPK skala kecil di wilayah pedesaan guna mengatasi skill mismatch dan memperkuat daya saing tenaga kerja vokasi digital.

Kata Kunci: SKKNI, PDCA, Employability, LPK Kanira, Vokasi Digital

Introduction

The development of competitive vocational Human Resources (HR) is a national priority in the era of digital disruption, yet a paradox occurs where vocational graduates actually become the largest contributors to the unemployment rate; this aligns with the role of non-formal education institutions in reducing the unemployment rate in the digital era (Aryaningrat & Hidayat, 2023). BPS (Statistics Indonesia) data from November 2025 recorded the Open Unemployment Rate (TPT) for vocational graduates at 8.45%, which is dominated by the younger demographic. This condition indicates a serious disparity between the competencies produced by educational institutions and the needs of the Business and Industrial World (DUDI), commonly known as a skill mismatch (Aryaningrat & Hidayat, 2023). The

government has established the Indonesian National Work Competency Standards (SKKNI) as a standardized reference for curriculum and certification to overcome this gap. Theoretically, the possession of an SKKNI-based competency certificate should guarantee the employability or work readiness of graduates with a short waiting period. However, empirical realities in the field often do not align with these normative expectations (Sulastri et al., 2024).

The gap between certification ownership and employment absorption is clearly visible in the phenomenon at the Kanira Job Training Institute (LPK Kanira) in Bandung Regency. Even though this institution has implemented an SKKNI-based curriculum and graduated certified students, preliminary tracer study data showed that the average job-waiting period for computer program graduates still reached six months. This phenomenon is an anomaly considering the high demand for digital workers. This problem becomes increasingly complex when associated with the context of rural-based vocational training institutions, which face infrastructure limitations, student input heterogeneity, and a lack of industrial networks compared to urban institutions (Rahaju, 2024). This raises academic concern that competency certification alone is not enough to guarantee employability without a quality management system capable of internalizing these standards into the work culture of the students (Anwar & Umam, 2020; Kuswanda et al., 2026).

Several previous studies have examined vocational education issues and LPK management, but they still have limitations in holistically capturing the process of internalizing quality standards (Lie1 et al., n.d.). Another study discussed the role of community education in rural areas, but its findings were general and normative without detailing technical success indicators (Rahaju, 2024). Meanwhile, other research has focused on the administrative aspects of institutional organization without linking it deeply to the impact on graduate quality. This literature review indicates a void in discussions regarding how SKKNI is operationally translated through the Plan-Do-Check-Act (PDCA) quality management cycle in small-scale or rural LPKs to form genuine digital work characters (Riyanti et al., 2026).

Based on this review, this research offers novelty through an in-depth descriptive qualitative approach using a single case study focused on the SKKNI implementation process strategy. The uniqueness of this research lies in the analysis of the PDCA cycle's integration in translating national standard documents (SKKNI) into daily quality management practices that adapt to resource limitations at LPK Kanira. Unlike previous studies that positioned certification merely as an administrative output, this research positions SKKNI implementation as an instrument of cultural shifting to simultaneously build hard and soft skills. This study also integrates multi-stakeholder perspectives (management, instructors, graduates, and DUDI) to provide a comprehensive overview of graduate relevance in the digital era (Mahmuda & Faslah, 2025). This study aims to deeply describe the strategies and stages of PDCA-cycle-based SKKNI implementation in the educational quality management of computer programs, as well as explore its contribution to improving graduate employability. Through this study, it is hoped that a best practice model will be discovered detailing how national standards can be adapted by non-formal educational institutions in rural areas to cut graduate job-waiting periods and answer the skill mismatch challenge in the global job market (Mahmuda & Faslah, 2025).

Method

This research utilizes a qualitative approach with a descriptive single case study design. The selection of this design is based on the research objective to deeply explore the process

(how) and meaning (Mega, E., Sinuhaji, R. B., et al., 2025) behind the implementation strategy of the Indonesian National Work Competency Standards (SKKNI) in education quality management, which cannot be measured merely by statistical numbers. The main focus of this case study is LPK Kanira in Bandung Regency, purposively selected because it represents a rural-based training institution that actively adapts national standards amidst infrastructure limitations while facing the phenomenon of graduate job-waiting period gaps.

Research subjects were determined using a purposive sampling technique to capture key informants with direct knowledge and experience related to the phenomenon being studied. Informants consisted of four main categories: (1) LPK Managers (Director and Quality Staff) to explore strategic PDCA cycle policies; (2) Computer Instructors to understand technical classroom learning; (3) Graduates/Alumni to validate the relevance of materials to the world of work; and (4) Representatives of the Business and Industrial World (DUDI) to provide external assessments of graduate competencies (Wahyuni, 2022). Data collection techniques were carried out using three main triangulated methods. First, in-depth interviews were used to explore the subjective experiences and perceptions of the informants. Second, participatory observation was conducted by directly observing the learning process in the computer laboratory, the application of the 5S (5R) work culture, and the availability of supporting facilities. Third, a documentation study was conducted on quality management archives, including curriculums, learning modules, competency test materials (MUK), daily instructor journals, and tracer study reports as physical evidence of the Plan-Do-Check-Act cycle implementation (Rahaju, 2024) (Mega, E., Sinuhaji, R. B., et al., et al., 2025).

The research procedure was carried out in three stages: the pre-field stage (preliminary study and licensing), the field work stage (intensive data collection), and the post-field stage (analysis and report writing). Data analysis was conducted using the Miles and Huberman interactive model which includes three concurrent streams of activity: (1) Data Reduction, namely the process of sorting data relevant to SKKNI and PDCA indicators; (2) Data Display, namely arranging the data into systematic descriptive narratives; and (3) Conclusion Drawing/Verification, namely determining the essence of the findings, verified through source triangulation and technique triangulation to ensure the credibility of the research results (Mega, E., Sinuhaji, R. B., et al., et al., 2025; Rahaju, 2024).

Results and Discussion

1. The SKKNI Implementation Strategy Through the Rigorous PDCA Cycle

The empirical research findings unequivocally demonstrate that the SKKNI implementation strategy at LPK Kanira is not treated as a superficial administrative checklist or carried out in a fragmented, partial manner. Instead, it is fully, deeply, and systematically integrated into the very DNA of the institution's daily managerial and pedagogical mechanisms through the relentless application of the PDCA continuous improvement cycle. In the initial Planning phase (Plan), the institutional management undertakes a highly analytical and labor-intensive process. Before any cohort begins their training, the academic team meticulously maps the latest, legally mandated SKKNI competency units directly into the foundational architecture of the Syllabus and the detailed Lesson Implementation Plans (Rencana Pelaksanaan Pembelajaran, or RPP). This is not merely a copy-paste exercise; it requires a deep contextualization of national occupational maps to fit the specific constraints and realities of

the rural demographic. This meticulous initial stage perfectly aligns with the core principles of education quality management, which postulate that careful, evidence-based planning—encompassing comprehensive stakeholder needs analysis, localized resource assessment, and forward-looking curriculum design—becomes the absolute, non-negotiable foundation for any successful vocational training program (Nadya Ananda Mardhotillah et al., 2024). By anchoring the curriculum to DUDI (Dunia Usaha dan Dunia Industri / Business and Industrial World) needs right from the start, the institution preemptively mitigates the risk of a skill mismatch.

Transitioning to the Implementation phase (Do), the primary pedagogical strategy applied across all classrooms and laboratories is Competency-Based Training (CBT). LPK Kanira strictly enforces a pedagogical split of 70% hands-on, simulated practice and 30% foundational theory. This heavily skewed ratio is a deliberate design choice intended to build muscle memory and practical fluency. Field findings and classroom observations indicate a remarkably high level of instructor discipline in maintaining daily administrative and evaluative tools, specifically the filling out of daily journals or logbooks. These logbooks serve as micro-audits, utilized to continuously monitor and verify the strict conformity of the daily taught materials against the highly specific Performance Criteria (Kriteria Unjuk Kerja, or KUK) mandated by the national standards. This rigorous, evidence-based approach strongly supports broader educational findings stating that dynamic, two-way communication coupled with dominant, immersive practical methods are exponentially more effective in executing vocational training than traditional, passive lecturing. The procedural discipline demanded in this phase fundamentally forces both the instructor and the trainee to remain rigidly aligned with industry expectations.

Furthermore, moving into the Evaluation phase (Check), the institution departs from traditional, singular endpoint testing. Instead, it applies a highly sophisticated framework of tiered, continuous assessments. This begins with low-stakes formative tests designed to gauge daily comprehension and culminates in high-stakes, highly pressurized independent Competency Test (Uji Kompetensi, or UJK) simulations. These simulations are engineered to mirror the exact psychological and technical conditions of the official national certification exams. By implementing this strict evaluation matrix, the institution acts as a diagnostic engine, detecting critical competency gaps incredibly early in the learning lifecycle, thereby validating the fundamental quality of the graduate long before they ever attempt to enter the unforgiving job market.

Finally, the cycle achieves closure and renewal within the Follow-Up phase (Act). In this critical stage, the raw data and analytical insights gathered from the evaluation phase are not simply archived; they are actively weaponized as the empirical basis for immediate curriculum revisions and the targeted execution of highly specific remedial programs for underperforming trainees. This ensures a rapid institutional response to any identified weaknesses or shifts in tracer study feedback. The unwavering consistency of this operational cycle brilliantly reflects the practical, living integration of Edward Deming's foundational PDCA theory within the realm of continuous education quality improvement, proving that theoretical management models can successfully govern rural vocational training (Mahmuda & Faslah, 2025). This cycle runs iteratively and continuously. Every single stage is tightly bound and integrated with the overarching SKKNI standards, creating an airtight ecosystem designed to guarantee

maximum education quality and the absolute, unyielding relevance of the imparted competencies to contemporary industry needs.

2. Perception Dynamics: The Transformative Journey From Rigidity to Professionalism

A profound psychological and cultural shift occurs within the walls of LPK Kanira, a phenomenon uncovered through an exhaustive thematic analysis of the interview data collected from both the instructional staff and the successful graduates. This data vividly explains the complex cognitive process of how standards that are initially perceived as oppressively rigid can slowly transform into deeply internalized habituations of professional character. Initially, at the onset of the training program, a significant degree of friction and resistance is observable. Both instructors and incoming students consistently reported perceiving the mandatory compliance with Standard Operating Procedures (SOPs) and the highly intricate, microscopic details of the SKKNI matrix as an exhausting, bureaucratic administrative burden. For students unaccustomed to industrial discipline, the demands seemed overly pedantic. However, as the chronological timeline of the training process progressed, a fascinating psychological metamorphosis occurred. The initial perception of "oppressive rigidity" gradually transformed into a profound, retroactive appreciation for the high-level professionalism that was silently being engineered within them (Marhamatunnisa¹, Winarti³, 2023).

The empirical findings clearly show that the unyielding strictness of the SKKNI standards—particularly regarding non-negotiable protocols like Occupational Health and Safety (K3) procedures, meticulous digital file naming conventions, and strict data management rules—served a much higher purpose than mere rule-following. These constraints effectively and intentionally simulated the authentic, high-stakes pressure of a real corporate workplace environment. Graduates passionately reported during retrospective interviews that the intense "pressure" and demand for perfection experienced during the training phase actually served as the crucible that built their psychological resilience and profound self-efficacy. When they eventually faced actual, highly competitive corporate employment tests and probationary periods, they found themselves completely inoculated against the stress that paralyzed their peers from other, less rigorous institutions.

This localized phenomenon powerfully validates the core epistemological principles of andragogy (the method and practice of teaching adult learners). Adult learning only truly becomes transformative and effective when it is strictly oriented towards solving concrete, real-world problems that are visibly, immediately relevant to their survival, their lives, or their urgent career needs. When adults understand the why behind the rule, compliance shifts to active participation. Thus, within the pedagogical architecture of LPK Kanira, the SKKNI framework serves a brilliant, highly effective dual purpose. On the surface, it functions as an uncompromising matrix of technical standards ensuring the mastery of hard skills. Beneath the surface, however, the rigorous enforcement of these standards functions as a covert, highly potent psychological instrument for shaping enduring work ethics, punctuality, attention to detail, and professional resilience—the ultimate, highly sought-after soft skills (FachriFasya et al., 2022).

3. The Dialectics of Obstacles and Opportunities at LPK Kanira

Implementing world-class, nationally mandated standards within the highly constrained context of a rural geography is not without significant friction. This research uncovered a complex dialectic—a constant push and pull between deeply entrenched systemic obstacles and newly forged strategic opportunities. Specifically, implementing national standards in rural

areas like Bandung Regency forces institutions to confront a severe dual challenge: the crushing administrative burden placed on the instructional staff and the relentless, expensive reality of technological depreciation. Instructors at LPK Kanira are frequently stretched to their limits, heavily burdened by the relentless bureaucratic obligation to compile, verify, and file massive physical and digital portfolios of evidence for every single trainee to satisfy the strict audit requirements of the national certification bodies. Simultaneously, the institutional management faces the constant, agonizing financial challenge of hardware and software rejuvenation costs. In the realm of computer and digital vocational training, hardware becomes obsolete rapidly, and maintaining software licenses requires significant capital—capital that rural non-formal institutions severely lack. This stark, empirical condition heavily reinforces and contextualizes the previous academic studies conducted by Rahaju (2024), which acutely highlight that the noble goal of democratizing access to high-quality education in rural and marginalized areas is perennially hindered by a severe lack of financial capital, modern facilities, and supportive digital infrastructure (Rahaju, 2024).

However, the true narrative of LPK Kanira is not one of defeat by these obstacles, but rather one of remarkable institutional resilience and strategic pivot. The management of LPK Kanira successfully, and somewhat brilliantly, converted these heavy administrative and infrastructural obstacles into powerful market opportunities. By fighting through the bureaucracy and the financial strain to achieve and maintain official licensing from the National Professional Certification Board (Badan Nasional Sertifikasi Profesi, or BNSP), the institution acquired a highly coveted asset. This official BNSP license is now aggressively utilized as the institution's primary Unique Selling Point (USP). In a crowded local market saturated with unaccredited, informal computer tutoring centers, this license sharply distinguishes LPK Kanira, elevating its status from a mere community course to a formally recognized vocational gateway.

This strategic finding predicts a vital trend for the future of non-formal education: rural LPKs that are willing to endure the pain of upgrading their systems and are capable of aggressively maintaining national quality standards will ultimately possess vastly stronger bargaining power. This power is crucial when forging direct recruitment partnerships, memorandums of understanding (MoUs), and apprenticeship pipelines with the formal industry. This localized strategy is profoundly relevant to, and directly mirrors, the macro-level global directives issued by the International Labour Organization (ILO). The ILO's explicit recommendations assert that all vocational training, regardless of geographical location, must be irrevocably based on strict, universally recognized competency standards if we are to have any hope of bridging the catastrophic gap between marginalized job seekers and the modern world of work (Recommendation 195: Recommendation Concerning Human Resources Development: Education, Training and Lifelong Learning, 2005).

4. Significant Contribution to Graduate Employability and Economic Mobility

The ultimate metric of success for any vocational institution is not simply the graduation rate, but the successful, rapid absorption of its alumni into the formal economic sector. To this end, comprehensive tracer study results, corroborated by extensive, in-depth interviews with actual graduate employers (representatives of DUDI), unequivocally confirm that the PDCA-based implementation of SKKNI at LPK Kanira contributes massively and positively to graduate employability. The mechanism behind this success can be understood through the lens of economic signaling theory. In a highly saturated, often chaotic job market where employers

struggle to differentiate between competent and incompetent candidates, the official BNSP competency certificates generated by LPK Kanira's rigorous system have proven to function as a highly valid, trusted credibility signal (signaling effect) for corporate recruiters. When a recruiter sees this specific certification, they are no longer guessing about the candidate's baseline abilities; the certificate guarantees that the candidate has survived a standardized, industry-vetted gauntlet. Consequently, empirical data drawn from the institution's tracking systems shows that these certified graduates possess not only the necessary hard skills but also a significantly better capacity for digital adaptability (digital agility)—the ability to rapidly learn new software and pivot between digital tasks without suffering from cognitive friction.

By breaking down the specific contributions of the PDCA cycle to employability, a clear, causal narrative emerges. During the Plan stage, by rigidly mapping the SKKNI competency units to the syllabus and utilizing the national occupational map, the institution ensures that the curriculum is perfectly aligned with DUDI needs right from the very first day of class. This means no time is wasted teaching obsolete skills. During the Do stage, the heavy reliance on Competency-Based Training (70% practice), combined with the enforcement of OHS (K3) SOPs and daily journaling, enforces an intense procedural discipline. This environment does not just improve technical hard skills; it actively shapes and habituates the professional work attitudes that employers desperately seek but rarely find in entry-level candidates.

As the cycle moves to the Check stage, the implementation of tiered assessments and highly stressful, independent UJK simulations acts as a ruthless quality control filter. This strict evaluation detects early competency gaps and ensures that the quality of the graduate is absolutely validated before they ever step foot into the job market, protecting the reputation of the institution and the confidence of the employer. Finally, in the Act stage, the institution's dedication to continuous improvement—manifested through rapid curriculum revisions and targeted remedial programs—demonstrates a quick, agile response to tracer study feedback. The culmination of these meticulously executed stages results in a staggering, quantifiable economic victory: the system has successfully cut the agonizing job-waiting period for rural graduates from a stagnant average of over six months down to less than three months. The overall contribution of this system is that it successfully internalizes historically rigid, bureaucratic standards into a living, breathing simulation of corporate work culture. Because the BNSP certification functions as a flawless credibility signal, the employability of these marginalized rural youths increases exponentially.

These comprehensive findings emphatically confirm the prevailing academic consensus that the deliberate, structured integration of Information and Communication Technology (ICT) alongside unyielding competency standards in vocational training is uniquely capable of drastically improving both learning effectiveness and the ultimate technical proficiency of the participants (Bagus et al., n.d.). Furthermore, the mastery of these officially certified competencies provides a deeply tangible, life-altering economic impact. For the youth of Bandung Regency, it translates directly into the unprecedented ease of obtaining secure, formal employment. This rapid economic absorption perfectly aligns with and substantiates broader socioeconomic findings regarding the profound, positive impact of high-quality vocational training on the long-term financial stability, upward mobility, and holistic welfare of community participants (Cantika et al., 2024). Ultimately, LPK Kanira serves as a definitive, scalable blueprint demonstrating that rigorous adherence to national quality cycles is the definitive cure for the vocational skill mismatch in the digital age.

Conclusion

This study concludes that integrating the SKKNI framework into the PDCA quality management cycle at LPK Kanira effectively bridges the skill mismatch in rural vocational education. By transforming rigid national standards into dynamic workplace simulations, the institution successfully cultivated both technical hard skills and professional soft skills. The rigorous evaluation process and subsequent BNSP certification served as a powerful credibility signal to employers, significantly enhancing graduate employability and reducing the job-waiting period from over six months to under three months. Ultimately, this PDCA-based approach empowers small-scale training centers to convert administrative challenges into strategic market advantages. Despite these positive outcomes, this study has several limitations. First, as a qualitative single-case study focused on one rural institution, the findings cannot be broadly generalized to larger, urban vocational centers with different resource capacities and market dynamics. Second, the rigorous implementation heavily relies on instructors who face severe administrative burdens, potentially threatening long-term program sustainability. Third, rapid technological depreciation poses a constant financial constraint on maintaining up-to-date digital facilities. Future research should employ quantitative methods across multiple institutions to statistically correlate competency certification with graduate income levels and long-term career trajectories.

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