



The Role of Good Promise School Volunteers in Supporting SDGs 4 for Underprivileged Children

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Abstract: "Sekolah Janji Baik" is one of the non-profit organizations that provides free education to underprivileged communities through volunteerism. This research aims to identify the role of Janji Baik school's volunteerism as a non-formal educational institution and to build Sustainable Development Goals (SDGs) pillar 4. The research used a qualitative descriptive method conducted from September 2023 to February 2024. Data collection techniques included observation, interviews, and documentation. Data validity was ensured through technique triangulation and source triangulation. Data analysis followed three stages: data reduction, data presentation, and conclusion drawing. The research results indicate that Janji Baik school volunteers have roles in a) administrative tasks, handling student files until they are registered in the Education Data Registry; b) work service, preparing learning facilities and infrastructure; c) teaching, conducting both academic and non-academic teaching; d) fundraising, raising funds to support learning programs. Janji Baik school also provides adequate access to education, evaluates learning activities to enhance teaching and learning quality, and provides educational facilities preparing students for the future, thereby contributing to the realization of SDGs pillar 4.

Keywords: Role; Volunteer; SDGs; Education; Janji Baik

Article info: Submitted April 2024 | Revised May 2024 | Accepted June 2024 | Publish June 2024

Recommended citation: Octavina, T., Rosmilawati, I., & Siregar, H. (2024). The Role of Good Promise School Volunteers in Supporting SDGs 4 for Underprivileged Children. *Journal of Nonformal Education and Community Empowerment*, 8(1), 11-17. <https://doi.org/10.15294/pls.v8i1.01017>

INTRODUCTION

Rapid developments in various sectors of life have led to the emergence of significant global challenges. These global challenges can be in the form of high poverty rates, frequent natural disasters, ongoing climate change, and financial crises that affect global economic stability (Malihah, 2022). The United Nations (UN) established the Sustainable Development Goals (SDGs) on September 25, 2015 to address global challenges. The main objectives of the SDGs are to end poverty, reduce inequality, improve welfare, preserve the environment, and advance education. The SDGs, which are valid from 2015 to 2030, officially replace the Millennium Development Goals (MDGs) agenda (Habibi & Pratama, 2021). The SDGs, which consist of 17 pillars, are an important milestone in global efforts to address development challenges. The first to sixth pillars (1-6) reflect the continuation of the MDGs program, with a focus on poverty eradication, hunger eradication, improving health and welfare, quality education, gender equality, and access to clean water and sanitation. The following pillars (7-17) provide a new foundation for the SDGs program. The seventh pillar (7) covers clean energy aspects, while the eighth pillar (8) creates decent jobs and economic growth. The ninth pillar (9) concerns industry, innovation, and infrastructure, while the tenth pillar (10) reduces inequality. The eleventh pillar (11) discusses sustainable urban and community development, while the twelfth pillar (12) involves building partnerships for sustainable development goals. In addition, the thirteenth pillar (13) highlights the importance of addressing climate change, while the fourteenth and fifteenth pillars (14-15) focus on protecting marine and terrestrial life. The sixteenth pillar (16) promotes peace, justice, and effective institutions (Miftahussurur et al., 2023).

Indonesia as one of the countries that has ratified the SDGs points, has the responsibility to achieve these targets by 2030. However, education in Indonesia still faces various problems that affect progress towards these goals. One of the main challenges is the gap in access to education, where there is a disparity

between urban and rural areas and between economic groups (Fu'adi & Prianggono, 2022). In addition, the quality of education also varies across regions, and there is inequality in learning opportunities for students. Access to educational facilities is still unequal, and the uneven quality of educational facilities is also an obstacle. Riset (2022) also reported that more than 500,000 school classrooms were in a state of mild to severe damage, while only 1,009,135 were in good condition. The dropout rate itself is relatively low, ranging from 0.14-0.23% for elementary-high school/vocational high school levels. However, the comparison between students of a certain school age at an educational level with the population of the appropriate age is also relatively low, namely 91.81% (elementary school), 79.35% (junior high school), and 68.87% (high school), meaning that many students are not included in the criteria for the twelve-year compulsory education program.

The education pathway in Indonesia is divided into three types, namely formal, informal, and non-formal education. Formal education is the most common education pathway, including the school system regulated by the government, from elementary school to college. Meanwhile, informal education includes learning that occurs outside the school environment, such as learning from everyday experiences, family, and community. Non-formal education, which is the focus in this context, is an organized educational activity that is not part of the formal education system, but is organized in a structured manner to provide educational services to various community groups (Syaadah et al., 2022).

Non-formal education is important in realizing Sustainable Development Goal (SDG) number 4, which emphasizes the importance of ensuring access and rights to quality education for all. Through non-formal education, various efforts can be made to achieve this goal. First, non-formal education ensures the fulfillment of access to education by providing learning opportunities for individuals who may not be reached by the formal education system. Second, non-formal education contributes to improving the quality of teaching and learning by providing programs that are relevant and responsive to community needs. Third, non-formal education also provides the necessary job skills training to improve employment opportunities and better livelihoods for its students (Sekaray, 2023; Thaharah & Batubara, 2023).

In addition, non-formal education plays a role in organizing pre-school education, which is important in preparing children to enter formal education with adequate provisions. Not only that, non-formal education is also tasked with forming students who are active in developing their potential. This includes the development of spiritual aspects, self-control, personality formation, instilling noble morals, and developing skills that are useful for themselves, society, nation, and state. This approach is in accordance with the definition of education regulated in Law Number 20 of 2003 in Indonesia. Thus, non-formal education has a very significant role in achieving the goals of inclusive, quality, and sustainable education for all.

One of the non-profit organizations that participates in supporting the realization of Sustainable Development Goal (SDG) number 4 is the "Janji Baik" school. The main focus of this school is to provide free education to underprivileged communities. Janji Baik School uses a hybrid learning system. Online learning is conducted every week for academic materials, while face-to-face learning is conducted once a month to improve students' skills in non-academic fields, both in soft skills and life skills. With this approach, Janji Baik School not only provides access to education to those who are financially disadvantaged, but also provides opportunities for students to develop skills and knowledge that are relevant to the needs of the job market and everyday life. "Janji Baik" School has a significant role in supporting the 4th pillar of the SDGs both through an inclusive and empowerment-oriented educational approach that helps increase access to education, and prepares students to face challenges in the wider world of work and life. This study aims to identify the role of the "Janji Baik" school as a non-formal school self-help institution formed by volunteers on a national scale to support the fourth pillar of the Sustainable Development Goals (SDGs).

METHODS

This study uses a descriptive qualitative method and was conducted at the Janji Baik secretariat located at Jl. Kalimantan X No. 01, RW. Mekar Jaya, Serpong District, South Tangerang City, Banten. The research period was September 2023 to February 2024. Data collection techniques used included observation, interviews, and documentation. Observations were conducted in September 2023 to identify the suitability of the "Janji Baik" School as a volunteer organization in the field of education. Meanwhile, interviews and documentation were conducted from December 2023 to February 2024. Documentation includes photos, voice recordings, notes, and videos of activities at the Janji Baik School to collect the necessary data. Data validity testing was carried out through technical triangulation and source triangulation. Data analysis followed three stages of activity, namely data reduction, data presentation, and drawing conclusions (Miles, M.B, Huberman, 2014). The subjects of the study included the principal and the teaching team or volunteers of the "Janji Baik" School. Meanwhile, the object of the study is the program or activities carried out by the "Janji Baik" School. In taking informants, the researcher used a purposive sampling technique with predetermined informant

criteria, namely teaching volunteers and program volunteers at the Janji Baik school who were active in the 2023-2024 period.

RESULT AND DISCUSSION

Janji Baik School Profile

Janji Baik School is a non-profit educational institution under the auspices of the Yayasan Baik Media Indonesia and managed by the Janji Baik PKBM Education, which aims to provide access to education for children from underprivileged families. Established in 2022, this school is located in Nusa Loka BSD, Jl. Kalimantan 10 Block F3 No.1 RT 002 RW 012 Kel. Rawa Mekar Jaya, Serpong District, South Tangerang City, Banten Province. Janji Baik School is led by Siti Lailatul Fauziyah, S.Si, as the head of the institution with 45 permanent tutors, as well as 3 education staff who assist in managing the administration and supporting school activities.

The vision of Janji Baik is to become a caring institution in the field of education that helps every child obtain their rights in education, as well as improve integrity and digital literacy skills. Meanwhile, the mission of Janji Baik includes: (a) reaching out to school dropouts from underprivileged families to obtain the right to education through Non-Formal Education (Equivalency Education); (b) providing an understanding to the community about the importance of education and reducing the digital divide through Digital Literacy Education; (c) shaping students into lifelong learners (Long Life Education) who have integrity through self-development and skills programs; (d) collaborating with the government, private institutions, and the community in implementing learning. Janji Baik School organizes its work through seven divisions that play an important role in carrying out its function as a non-formal educational institution. The "Student Glory" division is responsible for organizing OSIS activities, national and religious holiday commemoration programs, and the selection of exemplary school students. They also handle the selection of prospective scholarship recipients, student transfers, and administration related to student data. The "Human Responsibility" division focuses on volunteer management, including database creation, recruitment, and handling volunteer problems. "Growth Maker" is responsible for managing programs for fundraising purposes, including managing crowdfunding and communicating with donors. The "Creative Seeker" division designs extracurricular activities and manages collaboration with external parties to fill creative programs. "Digital Heroes" are tasked with producing relevant social media content and executing ideas according to current trends. "Counselors" provide counseling services to students and parents, as well as conduct personality and career assessments. Finally, "Teaching Volunteers" teach online, prepare learning materials, conduct evaluations, and convey learning obstacles to relevant parties.

The programs that have been run by Sekolah Janji Baik include various activities, such as the Package A, Package B, and Package C Catch-up Learning Programs which are held online every Saturday and Sunday. In addition, the school is also active in commemorating National Holidays and celebrating religious holidays. Sekolah Janji Baik offers a variety of extracurricular activities, such as traditional dance, percussion, theater, and choir for student self-development. There are also creative classes designed to develop students' soft skills and life skills, including inspiration classes, social projects, digital literacy, study tours, entrepreneur classes, art classes, and sports classes. The Intra-School Student Organization (OSIS) at Janji Baik School helps students to practice organizational and leadership skills. In addition, there are also counseling services provided by counselors to help improve the academic and psychological aspects of students and their parents, which include individual/group counseling, analysis of abilities, character, interests and talents, parenting of students' parents, and visits to students' homes.

Volunteer Profile and the Role of Volunteering as an Educational Institution

Sekolah Janji Baik acts as a place for young people from various regions in Indonesia to explore and implement humanitarian activities through education. The number of volunteers at Sekolah Janji Baik currently stands at 290 volunteers spread across 95 cities in 24 provinces with an age range of 15 to 31 years. The majority of volunteers, namely 237 people (86%) are women, while 53 people (14%) are men. Based on Sekolah Janji Baik's database, Sekolah Janji Baik volunteers have diverse professional backgrounds. 46% of Sekolah Janji Baik volunteers are currently in college, 31% are in the workforce, 5% are looking for work, 4% are students who work while studying, 2% are students, and 12% have various activities such as helping parents, taking online courses, or waiting for college admission announcements. The diversity of professions in a volunteer organization will generally form a dynamic framework, so that each volunteer can contribute

according to their respective experiences and expertise (Septiono et al., 2019). Volunteers who are members of Sekolah Janji Baik are given various tasks, including becoming tutors or educators, designing activity programs for students, becoming counselors, developing volunteer resources to improve their quality, and also developing student competencies. According to Sutangsa & Suryana (2023), there are three services that are the main focus of volunteerism, namely administration, work service, and fundraising. Volunteers play a role in providing knowledge, appreciation, assessment, and time to be involved in the administration field professionally. Meanwhile, work service, volunteers are responsible for providing assistance with ability, attention, and physical effort in carrying out tasks voluntarily. Meanwhile, fundraising services give volunteers the responsibility to raise funds and manage the collected funds to run certain programs in the organization. In practice, Sekolah Janji Baik volunteers carry out three volunteer services including administrative services, work service and fundraising. In addition, volunteers at Sekolah Janji Baik play the role of teachers in teaching academically and non-academically. The important role of volunteers at Sekolah Janji Baik is to carry out administrative tasks. According to Marmoah (2016), teachers or educators play an important role in administrative functions that support the implementation of the learning process to achieve educational goals. Volunteers at Sekolah Janji Baik are responsible for ensuring that all administrative educational needs, especially for students, are met, from creating learning materials to processing documents such as birth certificates. The following are the results of interviews with informants:

"Collecting incomplete student data such as family certificates/cards for student registration with PDDIKTI" (Interview Mr. NAS)

The role of work service from volunteers of the Good Promise School is to prepare learning devices such as modules and forms for evaluating learning activities. Making learning materials such as teaching materials, Learning Implementation Plans (RPP), and assessment instruments, as well as compiling materials that are in accordance with student needs and comply with the principles of inclusive and sustainable learning. Volunteers are tasked with compiling modules for non-academic activities, compiling learning concepts, learning evaluation standards for students. Although some learning devices at the Good Promise School are incomplete, especially in making RPPs because the background of volunteers is not all from the field of education, the most important thing is the availability of teaching modules, then adjusting the delivery of materials in class according to needs. The following are the results of interviews with informants:

"In compiling or making these learning devices, volunteers from the Canvas Think division. The learning devices consist of modules or teaching materials for academic subjects, assessment formats, and RPPs. For the RPP itself, currently not all subjects are covered, but some are made due to limited volunteers and not all volunteers come from an educational background. Likewise, why not just make it for the tutor or the rest is made by the tutor because volunteers at Janji Baik School are not all from an educational background. So for its use, it is up to the tutor whether or not it is in accordance with the RPP or not or the learning process or teaching stages are adjusted to the tutor's abilities, because the RPP that is made is only a reference" (Interview, Mr. Z)

Janji Baik School Volunteers in carrying out their learning role play an important role as teachers and liaisons between students, schools, and parents. Volunteers help students with technical matters during face-to-face learning, including preparing materials, equipment, and creating a conducive learning environment. In addition, volunteers also play a role in motivating students to achieve academic achievement and develop their potential to the maximum. Volunteers help strengthen collaboration between families and schools by becoming a bridge between students and parents in supporting student development holistically as a form of evaluation of learning outcomes. The following are the results of interviews with informants:

"From the learning process, especially in face-to-face activities, when there is anything that can be helped, as long as I can, I will do it, such as disciplining students when activities are taking place, helping other volunteers in preparing technical matters" (Interview, Mr. NAS)

"As a counselor myself, I act as a bridge for students and parents in guiding and supporting the learning process. In addition, conducting home visits to students who are quite severe in morals or learning activities. Such as students who rarely come or even commit immoral acts" (Interview, Mr. Ali)

Volunteers at Sekolah Janji Baik are also involved in social media development and graphic design activities with the aim of making a significant contribution to strengthening the school's identity and visibility digitally so that more beneficiaries of Sekolah Janji Baik can be reached. Branding of volunteer organizations is also a crucial activity to help fundraising activities by creating a strong identity that attracts the attention and trust of potential donors (Herna et al., 2019); (Syahrullah, 2023). Volunteer organizations with effective branding can demonstrate the vision, values, and positive impacts they generate, build sustainable relationships with the community, and provide donors with confidence that their funds will be used efficiently and effectively for good causes.

The sources of funds for Sekolah Janji Baik consist of two, namely internal from donations from volunteers and external from independent donors who are not directly related to Sekolah Janji Baik. Sekolah Janji Baik volunteers play a role in fundraising by preparing attractive funding proposals to be submitted to the community, with the hope of attracting donations, and designing fundraising programs to improve the quality of education, especially in terms of operations. Planning for procurement costs will focus on cooperation with stakeholders such as the government and related non-governmental organizations. The following are the results of interviews with informants:

"For fundraising itself, we, especially from the growth maker division, have created several programs such as the existing ones, namely the good periodic program. The main program where friends can become members for a year and want to give some of their fortune to the younger siblings. In addition, making proposals for every event held by Janji Baik, such as the recent Ramadan activities, namely sharing takjil for road users and breaking the fast together" (Interview, Mrs. Mutia).

The Role of Janji Baik Schools in Supporting SDG Pillar 4

Quality education in SDG pillar 4 refers to education that ensures that all students have equitable and inclusive access, and provides lifelong learning opportunities for all individuals. The three main goals of SDG 4 include adequate access to education, improving the quality of teaching and learning, and education that prepares skills for the world of work. One addition is the pre-school education year. The concept of fulfilling access to education in SDG 4 emphasizes the basic principle that every individual, regardless of social, economic, or geographic background, has the right to receive the same quality education (Miftahussurur, 2023).

Janji Baik Schools are not just places to learn, but also become a place for the holistic development of each student. Janji Baik Schools are committed to providing equal services so that learning is not only focused on academic achievement, but also on student welfare and accessibility. One of the roles of Janji Baik Schools in supporting SDG 4 is to help students who do not yet have complete administrative documents such as birth certificates. Schools not only support the education process, but also ensure that every student has an equal opportunity to be registered in the Basic Education Data unit from the Ministry of Education, Culture, Research, and Technology. The following are the results of interviews with informants:

"Because the goal of Sekolah Janji Baik is to help take care of student certificates. There is one student who is an abandoned child and does not have a birth certificate. But we have not had time to take care of it because we have not found the right time with the student and his adoptive parents, but we have communicated that we will help to take care of the certificate together" (Interview, Mr. NAS)

Improving the quality of teaching and learning from SDG 4 aims to improve the standards of teaching and learning in general. Meanwhile, the concept of Education for Work Skills SDG 4 also aims to expand access to higher education, technical and vocational training. Sekolah Janji Baik not only organizes technical learning activities, but also designs comprehensive learning programs, covering academic and non-academic aspects, choosing learning methods that suit student needs, and evaluating the effectiveness of school activities. Janji Baik School also brings in professional speakers to enrich students' learning experiences with various perspectives and knowledge, thus creating an inclusive and diverse learning environment (Dacholfany et al., 2023). The following are the results of interviews with informants:

"As a volunteer who has joined since the beginning and is tasked with being a tutor and homeroom teacher, there are several things that I do in this administrative field, namely preparing a study schedule, reminding tutors who will teach and ensuring that teaching and learning activities run

smoothly. In quality education, there are certain aspects so that education is called quality. One of them is neatly scheduled learning, aspects of assessment/assessment indicators that are arranged to the modules that must be given to students, right? This is included in the role of volunteers as administrators. Because if we already have individual student data such as student interests, talents, and abilities, we can more easily place students, for example, in majors for higher education, so we can help guide them more" (Interview, Mr. Ali)

The importance of learning that is adapted to the psychological condition of students lies in the ability to create a supportive learning environment, allowing students to feel comfortable and motivated to learn (Mahmudah, 2018). The emotional, mental, and psychological aspects of students need to be considered so that teachers can develop relevant learning strategies, take into account individual learning styles, levels of readiness, and student interests, which in turn increase student engagement, understanding, and academic achievement (Nurwahidah et al., 2024). In addition, learning that pays attention to students' psychological conditions can also encourage the development of their independence, self-confidence, and mental well-being, building a solid foundation for holistic growth and long-term success (Al Mustaqim, 2023). Teachers or tutors at Janji Baik School strive to create a pleasant learning environment for each student. Janji Baik School Management also tries to adapt to the needs of each student, including providing teachers who can communicate using sign language for deaf students. The following are the results of interviews with informants:

"When children learn by ensuring a happy atmosphere, breaking the ice, We teach students to be confident by asking them to come forward during offline activities. Because some of these Janji Baik students are introverts because maybe they don't socialize with other school children. We have students with disabilities. Deaf, one person. Well, our tutors also have disabilities, deaf too. There are also those who are normal but they can use sign language, so when learning, especially during offline activities, tutors who can use sign language help deaf students to translate what is being discussed. These tutors are also special teachers for deaf students" (Interview, Mrs. Mutia).

Communication between teachers and students is an important foundation in education, facilitating a better understanding of students' needs and progress, providing motivating feedback, preventing behavioral problems, building strong relationships, increasing active participation, and developing vital social skills for everyday life, making it not only key to successful academic achievement, but also to students' overall personal and social growth (Susilo & Sarkowi, 2018). Sekolah Janji Baik also pays attention to harmony between parents and teachers. Home visits are conducted when there are reports or complaints from homeroom teachers, friends, or tutors who are facing the same problems as certain students. Home visits are conducted to meet with parents or guardians to resolve the problems that arise persuasively. In practice, teachers at Sekolah Janji Baik strive to create a pleasant learning environment for each student.

CONCLUSION

Janji Baik volunteers are able to carry out administrative, work service, learning and fundraising roles through programs at Janji Baik schools. Volunteers at Janji Baik Schools provide learning opportunities for every individual. Janji Baik Schools can provide adequate access to education, improve the quality of teaching and learning, and provide education that prepares skills for the world of work, all of which support the achievement of the sustainable development goals (SDGs), especially the fourth pillar. Janji Baik Schools help students to be registered in the Basic Education Data unit, carry out inclusive and diverse teaching and learning activities, and maintain good communication between parents, students, and teachers. Janji Baik School volunteers also utilize social media as a tool to reach more prospective students, improve brand image, and support fundraising.

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