



## Community Learning Center Efforts in Lifelong Learning Campaign in Equality Education

Afri Khofifah<sup>1</sup>, Mintarsih Arbarini<sup>2</sup>, Sachin Gupta<sup>3</sup>

Department of Nonformal Education, Universitas Negeri Semarang, Indonesia  
Mohanolal Sukhadia University, India

DOI: <https://doi.org/10.15294/edukasi.v17i1.44369>

### Info Articles

#### *History Article*

Submitted 2023-01-23.

Revised 2023-02-20.

Accepted 2023-03-15.

#### *Keywords:*

*equality education, lifelong learning, lifelong learning campaigns*

### Abstract

The low socialization efforts and internalization of lifelong learning in equality education students have a negative impact on the sustainability of adult education and learning activities. This study aims to describe efforts to empower lifelong learning through equality education in community learning centers. The study used a descriptive qualitative approach, with nine participants consisting of six students, two teaching staff, and the head of the community learning centers. Data collection techniques include interviews, observation, and documentation. Data accuracy with source triangulation. Subsequent data were collected through the stages of data reduction, data presentation, and conclusion. The results of the study show that community learning center efforts in supporting lifelong learning include providing an understanding of lifelong learning that produces the expected impact, providing learning motivation to students who still need improvement, and guiding students to plan their future activities, these efforts still not evenly obtained by students and need development as well as guiding students to self-evaluate their learning progress which is still limited to evaluating understanding of the material in class. The research contributes to enriching insights and providing insight into lifelong learning campaigns through equality education so that educators can increase citizen knowledge about concepts and support further research.

\* Correspondence Address:

E-mail: [afrikhofifah57@students.unnes.ac.id](mailto:afrikhofifah57@students.unnes.ac.id)

p-ISSN 0852-0240

e-ISSN 2746-4016

## INTRODUCTION

Lifelong learning campaign which is still low in equality education has an unfavorable impact on learning citizens. This is because learning and education are activities that shape a person's way of thinking and living life. Learning is more than just using information temporarily or a single adaptation to a particular situation, learning refers to psychological representations (aspects of personality) and changes in human behavior (Mulyawati, et al., 2019). Education and learning are extremely important in everyone's life since it enhances our information and abilities, completely changes our mind and temperament, and it allows us to maintain positive attitudes (Jarad, et. al., 2020). Learning has a long-term impact on a person's life and guides maximizing their roles and responsibilities as a result of the educational process then contributes to the welfare of society (Aini et.al, 2018). Thus, socializing lifelong learning which is still underrepresented in the education system requires attention and effort to improve campaigns and internalize the concept of learning, especially when the function of learning and education is very complex in personal life, groups, and in a wider scope.

Lifelong learning can be understood as a system of educational concepts that includes all teaching and learning activities that take place throughout human life (Tamrin, 2018). Lifelong learning, also known as continuous learning is the capacity to learn new things over time while retaining what one has already acquired (Parisi, et.al., 2019; shofwan, et, al., 2021). Lifelong learning or education is carried out by people who are aware of themselves as lifelong learners, who see learning new things as a logical way to solve problems and are highly motivated to learn at all ages and accept lifelong challenges and changes. Life as a provider of opportunities for new learning (Yunus & Wedi, 2019). Based on these opinions, it can be seen that lifelong learning is a concept that aims to develop and stimulate human potential by imparting knowledge and skills that are relevant to the needs and demands of social change. The Potential that is successfully developed or learning outcomes through lifelong learning can help someone apply their skills confidently, and creatively, and carry out all their roles as individuals, members of society, professionals, and so on following a dynamic environment.

Lifelong learning is very important for society, in harmony with the dynamic development of science and technology and causing various social changes. Lifelong education is becoming increasingly urgent nowadays because humans need to continuously adapt in order to continue to live normally in an ever-changing society (Yunita, 2021). The condition of a society that applies modern technology in various sectors of its life provides convenience and opportunities, however, this is also accompanied by challenges that need to be responded to wisely. These challenges include the threat of unemployment due to automation, natural damage due to industrial exploitation, and the rise of hoaxes *due* to the ease of information dissemination (Trisyanti & Prasetyo, 2018). In addition, the changes that occurred and the innovations that were carried out caused a shift in behavior patterns from one generation to another (Salsabila, et al., 2020). This makes lifelong learning very important in preparing an adaptive and innovative society. Education and learning are things that should have no boundaries and can be carried out throughout life because innovation will continue to occur, and humans will always be affected. This is because the concept of lifelong education allows individuals to gain knowledge without age restrictions and academic eligibility (Aris, et.al., 2019). So, a person should not stop studying even after taking nine years of compulsory education and need to apply the lifelong learning concept.

The application of the concept of lifelong learning has a positive impact on the economic and social growth of society. Lifelong learning focuses on their contributions to sustaining or advancing the viability of their workplaces and collectively to securing national social and economic goals (Billett, 2018). Education is an effective strategy to get out of poverty which is closely related to ignorance. Lifelong learning develops multiple competencies to flexibly adapt to a rapidly changing world as well as develop the ability to efficiently organize and manage learning resources and opportunities (Dabbagh & Castaneda, 2020). This is because lifelong learning increases universal access in society to acquire new knowledge, skills, and abilities needed for individual social adaptation throughout life and meeting needs, which leads to increased productivity and investment in human resources (Moskovtseva, et. al, 2021). Lifelong learning is also an integral process that can ensure the development of one's creative potential, as well as the comprehensive enrichment of one's spiritual world (Antonova, et. al., 2020). Indonesian society has entered the knowledge economy and knowledge society which is characterized by an increased need for creativity and innovation

that enables intelligent problem-solving (Hairani, 2018). Thus, humans need to continue to update their knowledge and skills through lifelong learning in order to be able to solve problems that occur, adapt and actualize themselves well, and obtain life welfare.

The urgency of lifelong learning makes it the attention of UNESCO this organization has an institute that specifically deals with lifelong education, namely UNESCO for Lifelong Learning (UIL). Lifelong learning is also currently a topic that is being intensively implemented by the Ministry of Education and Culture with its programs namely independent learning and driving teachers. The Ministry of Manpower also organizes pre-employment programs that function to improve the competence of the workforce.

The high urgency of lifelong learning in human life makes this learning concept need to be disseminated, campaigned for, and applied. Lifelong learning campaigns can involve all educational pathways, namely formal education, informal education, and non-formal education as part of continuing education and lifelong education. The three educational pathways complement *each* other in meeting the needs of lifelong learning. Lifelong learning links all areas of life, from childhood to old age, from the office to home, and from formal and non-formal to informal contexts (Nygren, et.al., 2019). But lifelong learning is closely related to non-formal education. Programs in non-formal education that seek to equalize access to education, have an important and very significant role in providing educational services to groups of people who drop out of school, disadvantaged children, street children, children of ethnic minorities, children who are marginalized, and adults who do not have the opportunity to receive a formal education (Raharjo & Suminar, 2016). This educational path has the flexibility to absorb learning citizens with more heterogeneous characteristics, study time, and diverse programs for all ages in order to form a learning society (Puspito, Swandari, & Rokhman, 2021). Non-formal education includes community education organized based on the idea of lifelong education that the implementation focuses more on imparting certain knowledge or skills to the community without being limited by age (Hoerniasih, 2019).

Non-formal education as a potential educational pathway for campaigning for lifelong learning is still not able to socialize the concept properly. Even though the community learning center should be the goal of the community in obtaining lifelong education information and services, especially in equivalency education programs. These conditions require efforts aimed at campaigning lifelong learning in the community learning center environment, especially when learning takes place. This condition reinforces the reason for the need for a lifelong learning campaign on equality education. This campaign can be done through learning in the classroom. Campaigns during classroom learning include activities that focus on increasing motivation and interest in learning as well as competence to initiate these learning activities, then to achieve these two things, learning students need to gain an understanding of lifelong learning, learning motivation, competence to plan learning activities, and assess their learning progress (Klug, et. al., 2014). In the process, the situation and conditions in the classroom are also things that need attention.

## METHOD

This study uses a qualitative approach to obtain information about lifelong learning campaign efforts through equality education. Retrieval of data sources in this study using a "purposive sampling" technique which determines the sample based on a special identity that matches the research objectives so that it is expected to be able to respond to research cases (Lenaini, 2021). Research participants included 6 learning students, 2 educators, and the head of the community learning center Jaya Bhakti as supporting informants. Collection techniques include interview techniques, observation techniques, and documentation techniques. Interviews were conducted during regular monitoring activities for students learning equality education. The researcher interviewed the learning students one by one by asking structured questions and directing the participants to provide information. Next, the researchers interviewed educators in turn, followed by interviewing the community learning center head.

Researchers carry out observations by observing efforts to campaign for lifelong learning through equality education that is carried out during learning. Furthermore, the researcher recorded the findings that had been obtained in a field note detail. While the documentation study was carried out by photographing the activities of the lifelong learning campaign as well as looking for

supporting documents so that researchers get additional information and evidence needed. The data obtained from this documentation study includes photos during the efforts of lifelong learning campaign as well as photos of these activities that have been held before.

The validity of the data used in this study is source triangulation. The researcher did this by comparing the results of observations with interview data, comparing what the research subject said in public with what he associated, comparing what people said about the research situation with what was said all the time, and comparing the circumstances and the subject's point of view. research on learning students, educators, and community learning center heads as supporting informants, as well as comparing interview results with the contents of related documents (Alfansyur & Mariyani, 2020).

Data analysis consists of four activity streams which include data collection, data reduction, data presentation, and drawing conclusions (Miles, Huberman, & Saldana, 1994). Data collection was carried out by collecting all data obtained in the study. Next, the researcher reduces the data by summarizing the research data, then selecting the important things. in the data presentation activity, the researcher compiled the data obtained from interviews and observations systematically in the form of narratives and tables. Presentation of data is done to make it easier for researchers to understand the phenomena that occur as whole and certain parts of the research. The next process is drawing conclusions from the data that has been presented. The results of concluding will provide a brief description of the main points of the research results so that these results are easier to understand in a short time.

## RESULTS AND DISCUSSION

Efforts to campaign for lifelong learning through equality education in community learning centers shows that the role of educators is very large during this process. Tutors are leaders in non-formal learning (Irvansyah, et. al., 2021), effective tutors can enhance actions through education and attempt to increase their student's knowledge, using various educational strategies to influence students' behavior to accomplish advancement in-class learning. Included in the context of the effort of lifelong learning campaigns, educators have an important role. Educators carry it out when learning takes place so that they can interact with learning students. The results of the research are listed in the table below.

**Table 1.** Research Result

No.	Lifelong learning effort	Description
1	Promote and deliver understanding about draft lifelong learning	This attempt aims students to study their own goals and expectations of value that can be achieved with become learners throughout life. Result of effort This that is students understands lifelong learning and its importance applies draft the for life, both now and in the future. Students learn to understand that with study throughout life, they can become feel more meaningful, help them respond to development well, as well can help them adapt themselves to reach something position in the job.
2	Increase students's motivation in study	Educators give motivation study with hope students can always own motivation to learn, even after graduating from education equality and no limit self from odds and opportunities for learning. Educators give motivation directly and verbally and improve their self-efficacy to the citizens learn. Result of effort This is students open to opportunity new for learn and believe self that they can carry out activity learn.
3	Guide students to make plans to learn in the future	This attempt was held because the more detailed and precise planning made, then the more easy learning activities, including lifelong learning. Educators give guidance as well as recommendations for taking education advanced or education prowess live. However, this effort is still not yet maximal because of limitations meeting between learners with the educator. Learners who have got guidance on their plans to do learning activities through social media or studies to college.
4	Guide students for evaluating progress Study himself	This attempt aims to help students know their progress in their study as well as give them information about necessary

	things they learn in the future. Educators stimulate students through questions about mastery of something material or activity. Furthermore, educators give a chance to the student to evaluate their abilities and use tools to help their study results. Thus, students can take decisions to handle the obstacle in learning.
--	---

The characteristics of learning citizens who understand the urgency of education and have hopes or goals regarding the results obtained from learning activities make the community learning center Jaya Bhakti a potential location for campaigning for lifelong learning. Efforts to socialize lifelong learning are campaigned through non-formal education, especially equality education whose activities are a form of lifelong learning itself. community learning center Jaya Bhakti is only lifelong learning while learning takes place.

### **Efforts to Provide Understanding**

The first effort is to provide an understanding of the concept of lifelong learning. This effort is carried out in the classroom when learning takes place. Promoting understanding of the concept of lifelong learning is carried out so that learning students have basic knowledge about lifelong learning so they can apply it well in life. This effort is important, Amaral & Zelinka (2019) stated that some of the contributions of the study strategy selected to help in a better understanding of lifelong learning for young adults, particularly those in vulnerable situations. But before that, educators who have understood the concept and the urgency to campaign it to the learning community. Educators reveal the importance of campaigning for lifelong learning that can help citizens learn to stay motivated in seeking knowledge, enrich experiences, and expand relationships (Wahyuni, 2022). Educators assume that learning citizens have understood their own needs and have the awareness to meet these needs, including learning needs. Even so, educators continue to provide an understanding that lifelong learning is important in order to support life in the future with all its challenges and opportunities.

Efforts to provide an understanding of lifelong learning that has been done give the results as expected. Learning citizens understand that learning activities need to be carried out throughout their lives to gain experience and improve unfavorable situations, and this can support them to play a role and participate properly as part of society. Students learn also argue that lifelong learning can help someone to develop themselves so they can provide a better life in the future. Provides an understanding of lifelong learning in learning situations has been implemented in regular classrooms, usually limited to individual subject areas and often emphasizing motivational aspects (Lüftenegger et al., 2016). Professors and teachers facilitate lifelong learning, hence, teachers substantially need development (Qanbari, et.al., 2017). Educators link the lifelong learning contexts with the lives and personal needs of learning students so that these efforts focus on the benefits that can be obtained, especially regarding increasing productivity and the economy. This is done because the learning citizens are adults who carry out an activity by considering the benefits. Providing understanding needs to be related to the needs and relevance of the real lives of learning citizens and focuses on solving problems (Nudiati, et.al., 2023). Thus, lifelong learning is discussed by looking at the positive impact of the learning concept, namely increasing productivity and self-quality as individuals and workers, increasing equality of opportunity in various fields of life, as well as part of efforts to eradicate child poverty in one generation, and a better quality of life.

### **Increase Motivation Study**

The second step in the effort to campaign for lifelong learning in learning citizens is to increase motivation to learn. Educators motivate students by conveying it verbally during learning. Learning motivation plays a role in moving and stimulating individuals who are aware of it and can lead to learning activities and efforts toward goals, in this case, namely motivation and willingness to become lifelong learners (Aisy et al., 2021). Educators motivate learning citizens by conveying the benefits and importance of learning so that learning citizens who are adults can respond well, namely carrying out learning activities because they provide benefits. Educators motivate learning students to be consistent in participating in learning so that learning students are familiar with learning activities so they can apply lifelong learning.

Educators also increase the self-confidence and confidence of learning students that they can complete their tasks properly or what can be called self-efficacy so that learning students can be

more motivated in responding to future challenges. This is because the amount of effort expended and the wisdom in responding to problems by individuals is closely related to their beliefs to motivate themselves in carrying out a task (Tanjung, et. al., 2020). Efforts to increase learning motivation are felt by the learning community. Learning students state that educators motivate learning students to continue learning, dare to try, try, and go through every stage and process in completing tasks and challenges. This step is very important in guiding learning citizens to become lifelong learners because lifelong learners are individuals who are always motivated to learn. Lifelong learning cannot be separated from individuals' motivational dynamics (Yilmaz (2018). Thus, motivation becomes an important component in the lifelong learning campaign.

The results of the efforts that have motivated learning students are that they are motivated to learn and understand that lifelong learning is very important in helping them improve their self-quality. In addition, educators also try to increase self-confidence in learning citizens. Educators support and convey praise for the grades obtained by learning students, ensure that they can do the task well, and focus on the effort being made. Educators who convince students to learn about their abilities make them confident during the learning process, make them improve themselves, and reflect on their weaknesses in the learning process so far (Zagoto, 2019). After understanding themselves, learning citizens can map out things that need to be done and learned which can become study plans, so that learning activities will continue.

### **Guiding for Initiate and Planning Activity Study**

The third effort made by the community learning center Jaya Bhakti is to guide learning students to initiate and plan their own learning activities. Planning can be understood as a series of processes of preparing decisions about what is expected to happen and what steps need to be taken (Primayana, 2019). The implementation of equality education is an opportunity for educators to be able to stimulate and guide learning citizens to make their study plans. Moreover, planning has a significant impact on the success of a learning activity (Sufiati & Afifah, 2019). The learning plan is short-term and medium-term with the aim that learning citizens do not limit themselves by stopping learning and closing themselves off from other learning resources. Learning planning also helps citizens to get an idea of the learning activities they will carry out in the future, especially when they have finished taking equality education. Educators in the equality education program at the community learning center Jaya Bhakti provide recommendations for learning activities to learning students so that learning students can map out the learning activities to be carried out. However, educators have not provided guidance evenly and in detail regarding study planning, only in a broad picture covering study planning in tertiary institutions as well as learning about life skills.

Planning independent learning activities is important for implementing the lifelong learning concept, lifelong learning builds on a foundation of universal literacy including all educational pathways that aim to build a learning society for today while planning for tomorrow (Klug et al., 2014). So, educators need to educate citizens to learn to make learning plans and support them. Students learn to get guidance from educators to plan learning activities to study in higher education as well as life skills education learning activities, skills courses, and job training. Educators provide support regarding the plan while in the community learning center environment through discussions. However, the product of planning activities carried out by learning students is still not detailed. Educators also direct learning students to take part in life skills education such as online business classes through groups on social media, participate in discussions in them, and involve experts following the fields studied.

### **Guiding Learners to Assess Study Progress**

The fourth effort to campaign for lifelong learning is by guiding the learning community to assess their learning progress. In the context of learning, assessment refers to a process and information processing to determine the achievement of learning outcomes (Ahmad, 2020). This effort includes the activities of learning citizens in assessing whether their achievements are following predetermined goals. Educators provide stimulation that supports learning citizens to assess the results of their learning activities independently. Continuous assessment activities at each step in learning will improve the learning outcomes of learning citizens (Fitrianti, 2018). The activity of assessing learning progress independently can be aware of one's own shortcomings and potential and increase motivation and objectivity (Lisnawati & Siregar, 2019). So that this activity is expected to help to learn students to know themselves better and know the progress of their learning outcomes so that they can map their progress in learning and provide them with information about things that

are important for them to learn. This effort includes the activities of educators providing opportunities for learning citizens to find out whether their achievements are in accordance with the expectations they have. The results of this assessment are expected to help students learn about the learning process in the future, especially in the motivational aspect. Educators stimulate learning citizens through questions about their mastery of a material or activity. Educators provide opportunities for learning students to assess their abilities through personal awareness and using assistive devices, namely their learning results from tests. Citizens learn to know the causes of events or actions, namely achievement or failure. So that learning citizens can make decisions to overcome their obstacles and improve their abilities by learning.

The comparison between achievement and initial goals in this process will influence the learning process in the future, especially on motivational factors such as self-efficacy (Klug et al., 2014). Self-assessment provides *reinforcement* for the progress of the learning process of learning citizens, fosters self-confidence and responsibility, can explore spiritual, moral, attitudinal, and cognitive values, and builds honest character in learning citizens (Ahmad, 2020). Thus this effort can help learning citizens increase their self-confidence and motivation to learn, including lifelong learning. Educators guide students in learning by stimulating them through questions about mastery of a material or activity, then providing opportunities for learning students to assess their abilities through personal awareness and using aids, namely the results of their learning. Self-assessment and self-reflection can provide opportunities for learning citizens to compare achievements with goals that lead them to satisfaction or dissatisfaction (Klug et al., 2014). This comparison affects the learning process in the future, especially in the process of making decisions about learning activities.

## CONCLUSION

Efforts to campaign for lifelong learning in equality education are carried out while learning takes place at the community learning center. The first attempt is to give an understanding of lifelong learning including urgency and benefits for life. This effort has the expected impact, learning students understand the importance of lifelong learning in supporting self-improvement at every age level. The second effort is to increase the learning motivation of learning students, educators provide verbal support for their learning activities. This effort increases the motivation of learning students, but it needs to be done sustainably. The third effort is that educators guide learning citizens to plan their learning activities. In the process, educators provide input and recommendations for learning activities, but they are not yet detailed. As well as the fourth effort, namely guiding learning students to assess their learning progress which leads to the ability to recognize themselves and their own needs. These efforts still need development. The contribution of this research includes enriching insights regarding lifelong learning campaigns through equality education, increasing opportunities for learning citizens to receive information about lifelong learning and providing input and study materials relevant to the topic of lifelong learning for further research in the hope of contributing to community development through education all life.

## REFERENCES

- Ahmad, I. F. (2020). Asesmen Alternatif dalam Pembelajaran Jarak Jauh pada Masa Darurat Penyebaran Coronavirus Disease (Covid-19) di Indonesia. *PEDAGOGIK: Jurnal Pendidikan*, 7(1), 195–222. <https://doi.org/10.33650/pjp.v7i1.1136>
- Aini, E. N., Isnaini, I., Sukanti, S., & Amalia, L. N. (2018). Pengaruh Tingkat Pendidikan terhadap Tingkat Kesejahteraan Masyarakat di Kelurahan Kesatrian Kota Malang. *Technomedia Journal*, 3(1), 58–72. <https://doi.org/10.33050/tmj.v3i1.333>
- Aisy, A. R., Nurlaeli, A., & Suryana, S. (2021). Urgensi Pengelolaan Kelas terhadap Motivasi Belajar Peserta Didik di SMK Bhinneka Karawang. *PeTeKa*, 4(2), 323-332. <https://doi.10.31604/ptk.v4i2.323-332>
- Alfansyur, A., & Mariyani. (2020). Seni Mengelola Data : Penerapan Triangulasi Teknik, Sumber dan Waktu pada Penelitian Pendidikan Sosial. *HISTORIS: Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, 5(2), 146–150. <https://doi.org/10.31764/historis.vXiY.3432>
- Antonova, NV, Shmeleva, ZN, & Kozulina, NS (2020). Lifelong Learning as the Way of Modern Personality Development in Russia on the Example of Higher Educational Institutions of Technical and Natural-Scientific Profile. *Journal of Physics: Conference Series*, (Vol. 1691, No. 1,

- p. 012146). IOP Publishing. <https://doi.org/10.1088/1742-6596/1691/1/012146>
- Aris, N., Bakar, R. N. A., & Mohamad, N. (2019). Kajian Persepsi Peserta Kursus Pembelajaran Sepanjang Hayat (PSH) terhadap Latihan Khas (Kluster Pengkomputeran) di Kolej Komuniti Masjid Tanah Melaka. *Politeknik & Kolej Komuniti Journal of Lifelong learning*, 3(1), 52–61.
- Billett, S. (2018). Distinguishing Lifelong Learning from Lifelong Education. *Journal of Adult Learning, Knowledge and Innovation*, 2(1), 1–7. <https://doi.org/10.1556/2059.01.2017.3>
- Dabbagh, N., & Castaneda, L. (2020). The PLE as a Framework for Developing Agencies in Lifelong Learning. *Educational Technology Research and Development*, 68(6), 3041–3055. <https://doi.org/10.1007/s11423-020-09831-z>
- Fitrianti, L. (2018). Prinsip Kontinuitas dalam Evaluasi Proses Pembelajaran. *Al-Ishlah: Jurnal Pendidikan*, 10(1), 89–102. <https://doi.org/10.35445/alishlah.v10i1.68>
- Hairani, E. (2018). Pembelajaran Sepanjang Hayat menuju Masyarakat Berpengetahuan. *TAJID: Jurnal Pemikiran Keislaman dan Kemanusiaan*, 2(1), 355–377. <https://doi.org/10.52266/tajid.v2i1.107>
- Hoerniasih, N. (2019). Lifelong Learning dalam Pemberdayaan Masyarakat untuk Kemandirian Berwirausaha. *Indonesian Journal of Adult and Community Aducation*, 1(1), 31–39. <https://doi.org/10.17509/ijace.v1i1.20008>
- Irvansyah, A., Sumardjo, S., & Syah, R. (2021). Implementation of Authentic Leadership Attitudes to Tutors at Community Learning Center (CLC). *Edukasi*, 15(1), 66–73. <https://doi.org/10.15294/edukasi.v15i1.30184>
- Jarad, N. A., Ahmad, J., Tahir, L. M., & Jambari, H. (2020). A Study of the Seven Habits among Teachers of Highly Educated and Motivated People in Government Schools in Palestine. *Edukasi*, 14(2), 100–108. <https://doi.org/10.15294/edukasi.v14i2.27181>
- Klug, J., Krause, N., Schober, B., Finsterwald, M., & Spiel, C. (2014). How do Teachers Promote their Students' Lifelong Learning in Class? Development and First Application of the LLL Interview. *Teaching and Teacher Education*, 37, 119–129. <https://doi.org/10.1016/j.tate.2013.09.004>
- Lenaini, I. (2021). Teknik Pengambilan Sampel Purposive dan Snowball Sampling. *Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah*, 6(1), 33-39. <https://doi.org/10.31764/historis.v6i1.4075>
- Lisnawati, S., & Siregar, H. (2019). Pengaruh Self Assessment terhadap Hasil Belajar Penelitian Tindakan Kelas dan Penulisan Artikel pada Bidang Pendidikan Agama Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 9(2), 195. <https://doi.org/10.24042/atjpi.v9i2.3627>
- Lüftenegger, M., Finsterwald, M., Klug, J., Bergsmann, E., Van de Schoot, R., Schober, B., & Wagner, P. (2016). Fostering Pupils' Lifelong Learning Competencies in the Classroom: Evaluation of a Training Program Using a Multivariate Multilevel Growth Curve Approach. *European Journal of Developmental Psychology*, 13(6), 719–736. <https://doi.org/10.1080/17405629.2015.1077113>
- Miles, MB, & Huberman, AM (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Moskovtseva, L., Mitrofanova, O., & Zhuravleva, O. (2021). Trends in the Development of Continuing Education: A Regional Aspect. *Proceedings - 2021 1st International Conference on Technology Enhanced Learning in Higher Education, TELE 2021*, 123–128. <https://doi.org/10.1109/TELE52840.2021.9482569>
- Mulyawati, Y., Sumardi, S., & Elvira, S. (2019). Pengaruh Disiplin Belajar terhadap Hasil Belajar Ilmu Pengetahuan Sosial. *Pedagonal: Jurnal Ilmiah Pendidikan*, 3(1), 01-14. <https://doi.org/10.33751/pedagog.v3i1.980>
- Nudiati, D., Hasanah, V. R., Maesaroh, T. S., Nuraeni, R., & Krisnayanti, K. (2023). Implementasi Pembelajaran Orang Dewasa yang Didesain Online pada Sekolah Bisnis Online (SBO). *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 11(1). <https://doi.org/10.24036/spektrumpls.v11i1.119376>
- Nygren, H., Nissinen, K., Hämäläinen, R., & De Wever, B. (2019). Lifelong Learning: Formal, Non-Formal and Informal Learning in the Context of the Use of Problem-Solving Skills in Technology Rich Environments. *British Journal of Educational Technology*, 50(4), 1759–1770. <https://doi.org/10.1111/bjet.12807>
- Parisi, GI, Kemker, R., Part, JL, Kanan, C., & Wermter, S. (2019). Continual Lifelong Learning with Neural Networks: A Review. *Neural Networks*, 113, 54–71. <https://doi.org/10.1016/j.neunet.2019.01.012>



- Parreira do Amaral, M., & Zelinka, J. (2019). Lifelong Learning Policies Shaping the Life Courses of Young Adults. An Interpretative Analysis of Orientations, Objectives and Solutions. *Comparative Education*, 55 (3), 404–421. <https://doi.org/10.1080/03050068.2019.1619333>
- Prasetyo, B., & Trisyanti, U. (2018). Revolusi Industri 4.0 dan Tantangan Perubahan Sosial. *IPTEK Journal of Proceedings Series*, (5), 22-27. <http://dx.doi.org/10.12962/j23546026.y2018i5.4417>
- Primayana, K. H. (2019). Perencanaan Pembelajaran Pendidikan Anak Usia Dini dalam Menghadapi Tantangan Revolusi Industri 4.0. *In Prosiding Seminar Nasional Dharma Acarya Vol 1*, No. 3, pp 321–328.
- Puspito, G. W., Swandari, T., & Rokhman, M. (2021). Manajemen Strategi Pengembangan Pendidikan Non Formal. *Chalim Journal of Teaching and Learning*, 1(1), 85–98. <https://doi.org/10.31538>
- Qanbari Qalehsari, M., Khaghanizadeh, M., & Ebadi, A. (2017). Lifelong Learning Strategies in Nursing: A Systematic Review. *Electronic Physician*, 9 (10), 5541–5550. <https://doi.org/10.19082/5541>
- Raharjo, T. J., & Suminar, T. (2019). Penerapan Pedagogi dan Andragogi pada Pembelajaran Pendidikan Kesetaraan Kelompok Belajar Paket A, B, dan C di Kota Semarang. *Edukasi*, 13(1). <https://doi.org/10.15294/edukasi.v13i1.954>
- Salsabila, U. H., Endi, R. P., Ma'ruf, R., Saputra, S., & Diyanah, I. T. (2020). Urgensi Teknologi Pendidikan di Era Disrupsi. *Ed-Humanistics: Jurnal Ilmu Pendidikan*, 5(2), 721-726. <https://doi.org/10.33752/ed-humanistics.v5i2.1074>
- Shofwan, I., Aminatun, S., Handoyo, E., & Kariadi, M. T. (2021). The Effect of E-Learning on Students' Learning Interest in the Equivalence Education Program. *Journal of Nonformal Education*, 7(1), 103-111.
- Sufiati, V., & Afifah, S. N. (2019). Peran Perencanaan Pembelajaran untuk Performance Mengajar Guru Pendidikan Anak Usia Dini. *Jurnal Pendidikan Anak*, 8(1), 48-53. <http://dx.doi.org/10.21831/jpa.v8i1.26609>
- Tamrin, M. I. (2018). Pendidikan Non Formal Berbasis Masjid sebagai Bentuk Tanggung Jawab Umat dalam Perspektif Pendidikan Seumur Hidup. *MENARA Ilmu*, XII(79), 70. <https://doi.org/10.33559/mi.v12i1.489>
- Tanjung, R., Arifudin, O., Sofyan, Y., & Hendar, H. (2020). Pengaruh Penilaian Diri dan Efikasi Diri terhadap Kepuasan Kerja serta Implikasinya terhadap Kinerja Guru. *Jurnal Ilmiah MEA (Manajemen, Ekonomi, & Akuntansi)*, 4(1), 380-391. <https://doi.org/10.31955/mea.v4i1.554>
- Yilmaz, E., & Kaygin, H. (2018). The Relation between Lifelong Learning Tendency and Achievement Motivation. *Journal of Education and Training Studies*, 6, 1-7. <https://doi.org/10.11114/jets.v6i3a.3141>
- Yunita, Y., & Elihami, E. (2021). Pembelajaran Jarak Jauh dengan Media E-Learning: Diskursus melalui Problem Solving di Era Pandemi Covid-19. *Jurnal Edukasi Nonformal*, 2(1), 133-146.
- Yunus, M., & Wedi, A. (2019). Konsep dan Penerapan Pendidikan Sepanjang Hayat dalam Keluarga. *JINOTEP (Jurnal Inovasi dan Teknologi Pembelajaran) Kajian dan Riset dalam Teknologi Pembelajaran*, 5(1), 31–37. <https://doi.org/10.17977/um031v5i12018p031>
- Zagoto, S. F. L. (2019). Efikasi Diri dalam Proses Pembelajaran. *Jurnal Review Pendidikan dan Pengajaran*, 2(2), 386–391. <https://doi.org/10.31004/jrpp.v2i2.667>