
Communication Strategies of PKBM in Implementing the PKW Graphic Design Program

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Abstract

Objective: This study examines the communication strategies employed by Community Learning Activity Centers (PKBM) in implementing the Entrepreneurship Education Program (PKW), focusing on institutional communication, participant engagement, and program sustainability. The study highlights how strategic communication contributes to program effectiveness and community empowerment. **Theoretical Framework:** The analysis is grounded in communication strategy theory, development communication, and institutional communication, emphasizing message planning, stakeholder involvement, and communicative action in community-based education programs. **Literature Review:** The review discusses theories of communication strategy, non-formal education studies, PKBM institutional roles, community empowerment, and previous research on PKW implementation in Indonesia. **Methods:** Using a qualitative case study at PKBM Suka Maju Sejahtera, Padang City, data were collected through in-depth interviews, observation, FGDs, and document analysis. Data were analyzed using Miles and Huberman's interactive model, supported by NVivo 12 Plus for coding, word frequency, and hierarchy analysis. A SWOT analysis was then applied to synthesize internal and external factors and formulate strategic communication alternatives. **Results:** The findings indicate that PKBM's communication strategy plays a critical role in aligning program objectives with community needs, strengthening participant motivation, and ensuring program continuity. Interpersonal communication, participatory approaches, and institutional credibility emerged as key factors in successful PKW implementation. **Implication:** This study underscores the importance of structured and context-sensitive communication strategies in non-formal education institutions to enhance program effectiveness and community impact. **Novelty:** This research contributes by positioning institutional communication of PKBM as a strategic element in PKW implementation, offering a communication-based model for strengthening entrepreneurship education in community learning settings.

Keywords: communication strategy, pkbm, entrepreneurship education, pkw, non-formal education.

INTRODUCTION

Education is a strategic sector in human resource development that plays an important role in improving the welfare and independence of the community. Law Number 20 of 2003 Article 26 emphasizes that non-formal education includes various

programs such as life skills, literacy, equality, and skills training, which aim to empower individuals and communities [1]. Non-formal education has the advantages of flexibility, relevance to local needs, and affordability for different age groups [2], so that it is able to reach people who are not served by formal education [3][4].

As one of the main institutions of non-formal education, the Center for Community Learning Activities (PKBM) provides services for equality, literacy, skills training, and entrepreneurship education [5]. Based on Permendikbud No. 81 of 2013, PKBM functions as a community-based educational unit built from, by, and for the community [6]. Until 2025, there will be 10,589 PKBMs in Indonesia, serving around 1.7 million students with more than 44,000 educators [7]. This data shows that PKBM has a strategic role in expanding access to flexible and contextual alternative education.

In the context of the development of the world of work, vocational education is an important need to produce adaptive and competitive human resources. The Entrepreneurial Skills Education Program (PKW) is one of the efforts to improve people's skills so that they can be independent entrepreneurs [8]. One of the fields that is in high demand in PKW is graphic design and digital printing, which is growing in line with the increasing need for design services and digital promotional media [9]. Creative industries, including graphic design and digital printing, make a major contribution to the economy and open up new job opportunities.

However, the success of the PKW program is greatly influenced by the effectiveness of communication between the organizing institutions. Communication is the key in planning, implementing, and evaluating programs. PKBM needs to build an effective internal and external communication system to ensure smooth coordination with staff, instructors, participants, and partners. Communication barriers in the form of miscommunication, information irregularities, or weak documentation can interfere with the implementation of the program. Therefore, a communication strategy is needed to overcome these barriers and increase the effectiveness of program implementation. Communication strategy includes planning, managing communication resources, and activities aimed at achieving organizational goals [10][11].

In West Sumatra Province, PKBM is increasingly developing in organizing the Entrepreneurial Skills Education Program (PKW), including the fields of graphic design and digital printing, which are chosen because they are affordable in terms of capital, technical, and access, and relevant to digital trends, such as social media, online marketing, and visual content needs. This is in line with the Creative Economy E-Book, which states that subsectors such as graphic design, photography, animation, and digital content are the main drivers of the growth of the national creative industry [12]. With a wide distribution of institutions and a large participant base, PKBM in West Sumatra has strategic potential in strengthening access to locally-based education, as affirmed by [9] that PKBM can answer the community's needs for flexible and contextual education in the era of Society 5.0.

PKW training not only aims to improve technical skills, but also soft skills such as creativity, simple project management, and digital promotion capabilities, thus supporting the concept of community-based entrepreneurship education [2]. Di Sumatera Barat terdapat 261 PKBM yang menjangkau puluhan ribu warga. In Kota in West Sumatra, 261 PKBMs reach tens of thousands of residents. Padang City occupies the third most positions, which shows the high need for non-formal education as well as urban social dynamics that lead to skills-based training and empowerment [13]. As a center of economic and creative industries, Padang City is a strategic location to observe how PKBM responds to the needs of productive age participants through PKW training, which aims to form entrepreneurial skills and mentality.

Despite having a strategic position, the implementation of PKBM still faces challenges in participation and sustainability. Dapodik data shows fluctuations in the

number of participants in the last two years [14], which is not only influenced by the availability of programs, but also by the internal and external communication patterns of the institution. In many PKBMs, the internal communication process is not optimal; Coordination between managers is not effective, program decisions are dominated by managers, and tutors tend to be passive, so that top-down communication patterns limit collaboration. On the external side, participants are not always involved in planning, so that the programs implemented do not fully meet their needs. One-way communication makes programs lose relevance, including graphic design and digital print PKWs that have not had an optimal impact.

In addition, some participants lacked basic skills or a strong interest in graphic design, suggesting that pre-program needs identification and communication had not been thoroughly done. This condition indicates that PKBM does not have a systematic and documented communication strategy. The communication that takes place is still spontaneous and situational, not yet directed to the strategic goals of the institution. Therefore, it is important to analyze the communication process in the implementation of PKW to identify strengths, weaknesses, opportunities, and challenges, so that a more effective, participatory, and dialogical communication strategy can be formulated. A good strategy is expected not only to improve the technical competence of participants but also to build entrepreneurial spirit and expand socio-economic impact.

LITERATURE REVIEW

The literature review in this study refers to theories and results of previous research that are relevant to the theme of institutional communication in the implementation of the Entrepreneurial Skills Education Program (PKW) in non-formal education. The literature used has been adapted and modified to emphasize the novelty and peculiarities of this research.

Non-formal learning refers to planned, structured learning activities that occur outside the formal education system yet have clearly defined learning objectives. Unlike formal learning, which follows a prescribed curriculum and formal assessment pathways, non-formal learning is more flexible and responsive to learners' specific needs and contextual demands [15]. Non-formal education is defined as an organized learning process outside the formal education system that aims to provide knowledge, skills, and attitudes in accordance with the needs of the community. Joesoef views non-formal education as any opportunity outside school in which there is directed communication so that individuals obtain information, knowledge, training, and guidance according to their age and life needs [16]. According to Covaciu, the flexibility and community-based approach in non-formal education allows the program to reach marginalized groups and encourage sustainable social impact, including increased self-confidence, job readiness, and civic participation. [17]. Sudjana added that non-formal education is a systematic activity that is carried out independently as an addition, substitute, or complement to formal education [18]. This definition emphasizes that non-formal education is flexible, contextual, and oriented towards community empowerment.

As a concrete form of non-formal education in Indonesia, the Center for Community Learning Activities (PKBM) has a strategic function in developing community potential through various programs, including equality, literacy, and entrepreneurship skills education. Septiani et al. explained that PKBM plays a role as a community-based learning center that is oriented to local needs [5]. Rahmat emphasized that the success of empowerment through non-formal education is highly determined by the management of the institution, community participation, and the sustainability of the program [19].

The Entrepreneurial Skills Education Program (PKW) was developed as the government's effort to improve work competence and economic independence of the community. Ministry of Education and Culture [20][21] stated that PKW aims to equip participants with practical

skills that can be used to become entrepreneurs or enter the world of work. In today's Digital era, graphic design and digital printing are two interconnected skill areas that have high relevance in today's digital era. Graphic design is a visual communication process that utilizes image, typography, and color elements to effectively convey a message. Meanwhile, digital printing is a digital data-based print production technique that allows printing quickly and efficiently, even on a small scale (print-on-demand) [22]. These two fields are growing rapidly along with the increasing needs of the creative industry, micro business promotion, and product personalization. Small and medium enterprises (SMEs) also increasingly need design and printing services for promotional media such as brochures, product packaging, and digital content. In the context of graphic design and digital printing, Nugroho and Alfarisi emphasized that training must be tailored to the participants' backgrounds, equipped with adequate facilities, and accompanied by intensive assistance in order to increase job opportunities and economic independence [23].

The success of PKW is greatly influenced by the institution's communication process. Communication is a social process through which individuals and groups share, shape, and understand meaning via verbal and nonverbal symbols [24][25][26]. Within organizational settings, communication also functions to create and modify social structures through regular exchange of messages [27][28]. Cangara and Suryanto view communication as a process of conveying messages that aim to influence individual attitudes, knowledge, and behaviors [10][29]. Liliweri places communication as an instrument of social change in the context of development, where communication not only serves to convey information, but also builds community participation and awareness [30]. In organizations, communication is an important instrument in carrying out management functions because it plays a role in building understanding, coordination, and regularity of activities. Without effective communication, organizational activities cannot be well organized. Katz and Kahn in Ruslan view communication as the process of conveying information to build understanding between individuals in the organization [31]. In the context of organizations and communities, communication also serves as a mechanism for achieving shared understanding and coordinating collective action [32]. Strategic communication refers to the deliberate and purposeful use of communication by organizations to accomplish their missions, involving message planning, audience targeting, channel selection, and outcome evaluation [33].

A number of previous studies have shown the importance of communication strategies in non-formal education. Kanzulfikar found that POAC (planning, organizing, actuating, controlling) management-based communication strategies were able to increase the effectiveness of community-based literacy programs [34]. Putra stated that the communication pattern in out-of-school education greatly determines the success of the program in reaching goals and building participant participation [35][36]. Furthermore, Surahman and Nayla emphasized that participatory communication strategies are a key factor in the success of village community empowerment through non-formal education [28]. In other words, strategy is defined as careful planning in an activity to achieve a certain goal. More than just planning, strategies also include patterns of behavior that arise as a result of their implementation [37].

Based on the literature review, it can be concluded that communication is a central element in the implementation of non-formal education programs, including PKW. However, studies that specifically analyze the communication strategies of PKBM institutions in the implementation of PKW in the field of graphic design and digital printing are still limited, especially in the local context of Padang City. Therefore, this study seeks to fill this gap by examining the communication process of the PKBM Suka Maju Sejahtera institution and formulating a more effective, participatory, and contextual communication strategy.

METHODOLOGY

This article was written using a descriptive qualitative approach. The object of this research is the institutional communication process in implementing the Entrepreneurship

Skills Education Program (PKW) in graphic design and digital printing at the Suka Maju Sejahtera Community Learning Center (PKBM) in Padang City. Data were analyzed qualitatively with the help of NVivo 12 Plus software. Data analysis techniques were carried out through coding, searching for dominant words, grouping themes, and drawing conclusions based on the results of data interpretation [38]. Therefore, the results and discussion in this study contain empirical findings that will be described and explored further to understand the institution's communication strategy in implementing the PKW program.

Table 1. Research Methods Used in this Study

Aspects	Description
Types of Research	Descriptive qualitative research
Approach	Field research with institutional communication analysis
Research Objectives	Analyzing the communication process of institutions in the implementation of the Entrepreneurial Skills Education Program (PKW) in the field of graphic design and digital printing at PKBM Suka Maju Sejahtera, Padang City
Reasons for Choosing an Approach	The qualitative approach in the field allows researchers to explore in depth the patterns of communication, messages, media, and interactions between managers, tutors, and PKW program participants.
Research Subject	PKBM managers, tutors, participants, and alumni of the PKW program in the field of graphic design and digital printing
Key Data Sources	In-depth interviews, field observations, and institutional documents related to the implementation of the PKW program
Analysis Method	Qualitative analysis using NVivo 12 Plus through encoding, Word Frequency Query, Hierarchy Chart visualization, and interpretation of dominant communication themes
Theoretical Framework	Organizational communication and development communication perspective
Focus of Analysis	Communication patterns, messages, media, obstacles, and communication strategies of institutions in the implementation of the PKW program
Expected outputs	A comprehensive description of the institution's communication strategy in supporting the effectiveness and sustainability of the PKW program in the field of graphic design and digital printing

RESULTS AND DISCUSSION

The results of the study show that the communication process in the implementation of the Entrepreneurial Skills Education Program (PKW) in the field of graphic design and digital printing at PKBM Suka Maju Sejahtera involves various actors, ranging from the Padang City Education Office, PKBM managers, study group coordinators, tutors, and program participants. The communication process takes place through vertical and horizontal communication flows using policy, program, and promotional messages conveyed through face-to-face media, administrative documents, and institutional social media.

Although communication structures have been formally formed, institutional communication practices are still dominated by top-down patterns, especially at the decision-making and program planning stages. PKBM managers are the main actors in determining the direction of the program, while tutors and participants have limited space to convey

feedback systematically. This pattern of communication limits internal collaboration and has an impact on a low sense of shared ownership of the program, as has also been found in previous non-formal education research [\[39\]\[40\]\[41\]\[42\]](#).

Communication Identification of Needs and Audiences

The main findings of this study show that communication in the stage of identifying needs and audiences is carried out informally through internal discussions of managers, coordinators, and tutors, as well as personal approaches to prospective participants. Information about the needs of participants is obtained from previous program implementation experience and direct observation in the environment around the institution. However, this process has not been completed with a reporting mechanism or structured documentation to the Education Office, as the program supervisor.

This condition causes the identification of needs that do not fully reflect the conditions and interests of the participants as a whole. Some participants are known to lack basic skills or a strong interest in graphic design and digital printing, which has an impact on fluctuations in participation during the program. These findings confirm that pre-program communication plays a strategic role in determining the suitability of the PKW program with the needs of the target community [\[43\]](#). These findings indicate that the absence of structured and systematic communication at the needs assessment stage weakens the accuracy of audience identification and program targeting. In line with Lasswell's communication model, the effectiveness of a communication process is determined by the clarity of the communicator, message, channel, audience, and the expected effect. When the identification of "to whom" and "with what effect" is not based on comprehensive data and formal documentation, the resulting communication strategy tends to be less responsive to actual participant needs. Consequently, the mismatch between program content and participant readiness becomes inevitable, affecting participant engagement and program sustainability [\[44\]](#).

Message Patterns and Communication Media Utilization

In delivering messages, PKBM Suka Maju Sejahtera uses a combination of persuasive messages and authoritarian messages. Persuasive messages are used to attract participants' interest through information on training benefits, business opportunities, and alumni testimonials, while authoritarian messages are sourced from ministry policies that are conveyed in stages through the education office. This strategy shows the dualism of messages that reflect PKBM's position as a policy implementer as well as a community empowerment institution.

The use of communication media includes social media such as Facebook, Instagram, YouTube, TikTok, and WhatsApp groups, as well as conventional media such as banners and face-to-face meetings. However, the results of the study show that the use of social media has not been carried out consistently or on a schedule. Publication activities tend to fluctuate and focus more on documenting activities rather than long-term communication strategies. This condition limits the scope of program promotion and the potential for continuous recruitment of new participants.

NVivo's Analysis of Program Communication Patterns

Education development, especially in the non-formal education sector, requires effective communication policy support. In this regard, communication policy formulation must consider alignment with national directions and programs [\[10\]](#). However, according to Sumpena et al., decentralization policies have given legitimacy to local governments to produce or establish policies that are in accordance with local needs, including in the areas of education and skills empowerment [\[45\]](#).

The preparation of the communication strategy design in this study was carried out using SWOT analysis. According to Cangara, SWOT analysis is a tool that can be used to assess four main components, namely S = Strengths (power possessed), W = Weaknesses (existing weakness), O = Opportunities (obtainable chance), and T = Threats (possible threats) [10]. The first two components, namely strengths and weaknesses, are included in the internal realm of the institution, which are closely related to human resources, infrastructure, and communication management systems. Meanwhile, opportunities and threats are factors that come from the external environment, such as government policies, social conditions of the community, and the dynamics of cooperation with partners and the industrial world.

Strengths, weaknesses, opportunities, and threats in the preparation of communication strategies for the Entrepreneurial Skills Education Program (PKW) in the field of graphic design and digital printing at PKBM Suka Maju Sejahtera were obtained from the results of the analysis of interview data processed using NVivo software. The results of the analysis are visualized in the form of a Hierarchy Chart to show the level of dominance and relationships between SWOT elements, making it easier for researchers to interpret the order of priorities and the relationship of internal and external factors in designing future communication strategies.

The development of the world of work and the demands of global competition today provide their own challenges for non-formal education institutions in developing their programs. This condition requires PKBM managers to be able to adapt to changes in the strategic environment and increase their role in managing communication and program implementation. In this context, managers need to strengthen their competence in conducting strategic environmental analysis so that the implementation of activities can run effectively and the decisions taken are right on target. Thus, the performance of managers is expected to support the achievement of the institution's goals optimally [48].

The achievement of goals and objectives in the implementation of the Entrepreneurial Skills Education Program (PKW) in the field of graphic design and digital printing at PKBM Suka Maju Sejahtera requires a process of identifying the strengths, weaknesses, opportunities, and threats faced by the institution. This identification is important so that the designed communication strategy can be structured appropriately and in a targeted manner. Strengths and weaknesses are factors that come from the internal conditions of the institution, such as human resources, infrastructure, and the effectiveness of the communication system that is run. Meanwhile, opportunities and threats are external factors that are beyond the control of the institution, such as government policy support, technological advances, and changes in public interests and needs. Internal factors can be used to support the success of the program, but it also has the potential to become an obstacle if not managed properly. On the other hand, external factors can be opportunities that strengthen the performance of the institution, or vice versa, a threat if not anticipated through the right communication strategy.

Through SWOT analysis, internal and external factors are integrated, so that an operational policy strategy can be determined. There are 4 (four) main strategies that can be formulated in the four SWOT quadrants [48],[38], namely: (a) expansion strategy (S-O strategy), which is a strategy that utilizes strength to seize opportunities; (b) diversification strategies (S-T strategies), leveraging power to address or minimize threats; (c) stability or rationalization strategy (W-O strategy), which is a strategy to overcome weaknesses to take advantage of opportunities; and (d) defensive or survival strategies (W-T strategy), which is to improve weaknesses to minimize threats. The formulation of the fourth SWOT strategy is presented in Table 2.

Table 2. Formulation of SWOT Strategy for the Implementation of Entrepreneurial Skills Education Program in the Field of Graphic Design and Digital Printing

Internal Factors	Strength (S)	Weakness (W)
External Factors	The institution involves various external parties such as the business world, entrepreneurial partners, and community leaders in training activities.	There have been no written records used as a reference for program improvement in the next period.
Opportunities (O) Have partners with the creative industry and local MSMEs	S-O Strategy Institutions can strengthen collaboration with the business world and community leaders to develop partnership networks with the creative industry and local MSMEs	W-O Strategy Compile and make written records systematically by involving creative industry partners and local MSMEs for program improvement in the next period.
Threat (T) Low interest and motivation of participants	S-T Strategy Utilizing the involvement of the business world, entrepreneurial partners, and community leaders to increase participants' interest and motivation through successful experience sharing, hands-on practice, and ongoing coaching	W-T Strategy Record written on participants' interests and motivations as a reference for improvement in the implementation of the training program.

Table 2 shows four alternative strategies in the implementation of the PKW Program in the field of Graphic Design and Digital Printing. The S–O strategy is directed at strengthening collaboration with the business world, creative industries, local MSMEs, and community leaders to build a network of partnerships that are relevant to industry needs and increase the competitiveness of participants. This collaboration allows for the adaptation of training materials to industry standards, the provision of work practices, as well as the expansion of entrepreneurial networks, in line with Banantilan's findings on the importance of sustainable partnerships in vocational education [36]. The W–O strategy emphasizes the preparation of a structured written recording and evaluation system involving creative industry partners and local MSMEs. The involvement of partners allows institutions to obtain direct feedback on the suitability of training materials with the needs of the business world, so that recommendations for program improvement become more relevant and directed, as emphasized by Kasanah et al. [49].

The S–T strategy is focused on utilizing the involvement of the business world, entrepreneurial partners, and community leaders to increase participants' interest and motivation through experience sharing, hands-on practice, and continuous coaching. This approach is important to address the low motivation of participants and ensure competencies that are aligned with the needs of the job market [50]. Meanwhile, the W–T Strategy is directed at strengthening the written recording system related to participants' interests and motivations as a basis for evaluating and improving the implementation of the program in the next period, considering that participants' interest and commitment are key factors for the success of entrepreneurial skills education.

Analysis

The findings of this study demonstrate that communication functions as the central mechanism shaping the effectiveness of PKBM Suka Maju Sejahtera in implementing the PKW graphic design and digital printing program. Communication does not merely operate as a technical tool for information delivery but serves as an institutional process that influences participation, coordination, motivation, and program sustainability. The dominance of top-down communication patterns indicates that while institutional authority ensures program continuity, it simultaneously constrains collaborative decision-making and weakens collective ownership among tutors and participants. The analysis further reveals that

the absence of structured documentation and systematic evaluation limits institutional learning. Although interpersonal communication during program implementation enhances participant engagement, the lack of formal feedback mechanisms prevents insights from being translated into long-term strategic improvements. This condition reflects a broader challenge in non-formal education institutions, where communication practices often rely on informal interactions rather than planned and measurable strategies.

The use of digital media represents an important yet underutilized opportunity. While PKBM employs various platforms such as social media and messaging applications, communication remains activity-oriented rather than strategy-driven. This limits outreach, continuity of engagement, and post-training support. A more integrated digital communication strategy could strengthen recruitment, sustain alumni networks, and reinforce entrepreneurial mentoring beyond the training period. SWOT analysis highlights that institutional strengths—such as partnerships with community leaders and creative industries—can offset internal weaknesses if supported by participatory communication models. Aligning communication strategies with stakeholder involvement allows PKBM to respond more accurately to participant needs and labor market demands. Overall, this analysis underscores that effective communication is not supplementary but foundational to the success of community-based entrepreneurship education, positioning PKBM communication strategy as a decisive factor in achieving meaningful empowerment outcomes.

CONCLUSION

This study concludes that PKBM institutional communication has a strategic role in the successful implementation of the Entrepreneurial Skills Education Program (PKW). At PKBM Suka Maju Sejahtera Padang City, communication has taken place at all stages of the program, starting from need identification, planning, implementation, and evaluation. However, the effectiveness of communication is still not optimal due to the dominance of top-down communication patterns, limited participation of internal actors, and weak documentation and strategic use of communication media. The results of the analysis showed that interpersonal communication and participatory approaches during the implementation of the program contributed positively to the motivation and involvement of participants. On the other hand, communication at the planning and evaluation stages tends to be administrative and not yet reflective, so it does not fully support the sustainability of the program. NVivo's findings and SWOT analysis reinforce that the main weaknesses lie in internal communication systems and media management, while opportunities for program sustainability are open through strengthening digital-based and collaborative communication strategies. Based on these findings, this study emphasizes that strengthening the PKBM communication strategy needs to be directed at increasing stakeholder participation, systematizing communication documentation and evaluation, and optimizing digital media as a means of promotion and post-training assistance. Thus, institutional communication does not only function as a tool for delivering information, but as a strategic instrument in increasing the effectiveness and sustainability of the PKW Program.

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Author's Contributions

The author designs the research design, prepares conceptual frameworks and methodologies, collects and analyzes research data, and interprets findings in the context of PKBM institutional communication in the implementation of the Entrepreneurial Skills Education Program (PKW). The supervisor plays a role in providing conceptual and methodological direction, as well as critical academic input, in the process of preparing and improving articles.

Conflicts of Interest

The author states that there is no conflict of interest related to research, authorship, or publication of this article. This research was conducted independently without any financial, institutional, or personal relationships that could affect the interpretation of data or the presentation of research findings.

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