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## **THE IMPACT OF STRATEGIC RESOURCE MANAGEMENT ON THE DEVELOPMENT OF ISLAMIC LEGAL METHODOLOGY AT PKBM RISTEK NUSANTARA JAYA**

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**Abstract:** *This study aims to analyze the impact of strategic resource management on the development of Islamic legal methodology in PKBM Ristek Nusantara Jaya. Using a quantitative approach, data was collected from 100 respondents through a Likert scale questionnaire instrument that had been tested for validity and reliability. The data analysis techniques used include Pearson correlation tests and simple linear regression. The results showed a positive and significant relationship between the effectiveness of resource management and innovation of Islamic legal methodology ( $r = 0.684$ ;  $p < 0.01$ ). These findings offer insights into how effective resource management can enhance pedagogical innovation in the teaching of Islamic legal principles in the context of non-formal education. The implementation of appropriate resource management strategies, such as strengthening educator competencies, utilizing technology, and adaptive program planning, has been proven to be able to create more dynamic and contextual learning. This research makes a real contribution to pedagogical innovation and curriculum development in Islamic education, as well as encourages the reform of the Islamic jurisprudence approach to be more relevant to the challenges of the modern era, khususnya di lingkungan lembaga pendidikan non-formal seperti PKBM.*

**Keywords:** *Resource Management; Islamic Legal Methodology; Pedagogical Innovation; Non-formal Education; Curriculum Development.*

## INTRODUCTION

The Center for Community Learning Activities (PKBM) is one of the important pillars in the non-formal education system in Indonesia. In the midst of digital transformation and the development of community needs, PKBM is required to be able to manage resources effectively to produce innovative, contextual, and relevant learning, especially in the study of Islamic law (Ibrahim et al., 2023). PKBM Ristek Nusantara Jaya is one of the institutions that tries to implement Islamic legal methodology innovations as part of efforts to answer the community's need for more applicable Islamic education (septiani et al., 2024).

The Community Learning Activity Center (PKBM) is one of the important components of the non-formal education system in Indonesia. Along with digital transformation and increasingly complex societal demands, PKBM is required to be a driving force for change, especially in the field of contextual and applicable Islamic law learning. PKBM Ristek Nusantara Jaya is an actual example of efforts to integrate innovative Islamic law methodologies into non-formal learning.

Non-formal education has a strategic position in improving literacy and public access to science and religious values (Warta et al., 2023). Along with increasing social complexity and society's need for more relevant Islamic law learning, institutions such as PKBM are required to not only complement the formal education system, but also to be a motor of change in the development of innovative and contextual learning approaches (Maghfirah, 2024).

Gaps in this literature include the lack of quantitative data-based correlational studies that directly link the effectiveness of resource management to innovations in Islamic legal methodologies in non-formal institutions such as PKBM. The majority of existing research is still descriptive and qualitative, so it has not been able to provide generalizations or measures of the strength of the relationship between variables statistically. In this context, this research is important to fill this gap.

Empirical testing through a correlational quantitative approach is necessary to avoid unverified normative conclusions. If the relationship between resource management and innovation in Islamic legal methodologies is misunderstood or ignored, then strategies to improve the quality of non-formal Islamic education may be missing the mark. Thus, a correlational approach can provide sharper objective insights than descriptive research alone. The selection of this research design is also in line with the need to statistically prove the relationship between variables that have been assumed so far in theoretical studies.

The object of this research, namely PKBM Ristek Nusantara Jaya, was chosen because this institution has carried out various Islamic law learning programs that are integrated with digital approaches and strengthening local values (Gunartin et al., 2018). The management of resources in this institution reflects the adaptive and collaborative managerial practices of non-formal education (Bina & Informatika, 2023). However, the

extent to which the effectiveness of this resource management impacts the innovation of learning methodologies is still a relevant question to be scientifically researched.

The main objective of this study is to find out and analyze the relationship between the effectiveness of resource management and the innovation of Islamic legal methodology. Thus, this research seeks to contribute to a theoretical and practical understanding of the importance of resource management in generating learning innovations, especially in the context of non-formal Islamic education (Rahmadania et al., 2025).

The research method used in this study is a quantitative approach with a correlational design. This approach is considered the most appropriate because it is able to reveal the strength and direction of the relationship between variables in an objective and measurable way (Waruwu et al., 2025). Previously, several studies have used descriptive qualitative methods that offer an in-depth understanding of the context and learning process in Islamic educational institutions. However, the main drawback of the qualitative approach is its limitation in providing generalizations and statistical measurements of the relationships between variables. On the other hand, the quantitative approach provides advantages in terms of objectivity, validity, and reliability of the data, although it is often considered less contextual (Muhajirin et al., 2024).

Taking into account the advantages and disadvantages of various approaches that have been used previously, this study offers a new approach by combining the strengths of quantitative approaches to empirically measure the extent to which effective resource management impacts Islamic law learning innovations (Parjaman & Akhmad, 2019).

The main problem raised in this study is the weak innovation of Islamic law learning methodologies in many non-formal educational institutions, which is often caused by suboptimal resource management. Lack of training for educators, limited learning facilities, and inconsistent funding are the main obstacles in the development of innovative learning approaches that are responsive to the needs of the times (Kadariah et al., 2020).

As a solution, this study proposes a managerial approach based on the effectiveness of resource management as the main key to driving innovation. Through optimizing the planning, organization, implementation, and evaluation of the resources owned, PKBM is expected to be able to create a more adaptive, creative, and innovative learning environment (Tohani, 2022).

The list of contributions from this study includes: (1) providing empirical evidence on the relationship between resource management and innovation in Islamic legal methodology; (2) present a resource management model that is relevant to the needs of non-formal Islamic educational institutions; and (3) provide policy recommendations for improving the quality of community-based Islamic education management.

The composition of the contents of this paper consists of several parts. The first part is an introduction that outlines the context, object, objectives, previous methods, problems, proposed approaches, contributions, and systematics of the paper. The second

part is a literature review that discusses resource management concepts, innovations in Islamic legal methodology, and related research results. The third part describes the research methods used. The fourth section presents the results and discussions, while the fifth section contains conclusions and policy recommendations.

In the world of education, the effectiveness of resource management is an important foundation for the success of institutions in achieving learning goals. This does not only apply to formal educational institutions, but is also very crucial in the context of non-formal education such as Community Learning Activity Centers (PKBM). Resource management includes planning, organizing, directing, and supervision, all of which must be carried out in an adaptive and participatory manner in non-formal institutions due to the limited resources available.

Resource management is a vital element in ensuring the sustainability and effectiveness of educational institutions, both formal and non-formal. According to (Husaini & Sutarna, 2021), resource management includes four main components, namely planning, organizing, directing, and supervising. In the context of non-formal education such as PKBM, this management must be adaptive and participatory, considering that the available resources are often limited but must be optimized to achieve learning objectives (Afor et al., 2022). Emphasized that the effectiveness of resource management in the education sector has a great influence on the quality of education services, including the ability to adopt learning approaches and methodologies that suit the needs of students. Meanwhile, (Fadillah et al., 2021) added that the integration between human resource management, funding, and facilities is the main indicator of the effectiveness of educational institutions.

In the realm of Islamic education, the methodology of learning Islamic law plays a strategic role in shaping a critical, analytical, and contextual way of thinking about shari'i laws. (Rohman, 2024), methodological innovation in Islamic education needs to be carried out continuously in order to respond to the times, especially in facing the challenges of globalization and digitalization.

Innovative Islamic legal methodologies include the use of interdisciplinary approaches, the use of information technology, and the application of problem-based learning and project-based learning. Research by (Kontekstual, n.d.) found that Islamic law learning developed with a contextual approach has proven to be more effective in improving students' understanding of applicable Islamic legal values.

Some previous studies have made important contributions to underpinning this study. For example, a study conducted by (Di et al., 2015) on the relationship between education management and curriculum innovation in madrassas shows that managerial effectiveness has a strong correlation with the successful implementation of a curriculum based on contemporary Islamic values.

In addition, research by (Rahman, 2024) which examines Islamic law learning innovations in technology-based Islamic boarding schools shows that the quality of technology resource management greatly determines the success of learning innovations.

This research reinforces the premise that innovation does not occur in empty space, but rather is largely determined by the support of available resources.

In the context of non-formal institutions, research by (Neni, 2022) shows that PKBMs that have a good resource management system tend to be more able to adapt to changes in curriculum and community-based learning strategies. These findings suggest that there is a strong link between effective resource management and an institution's capacity to innovate.

Thus, the study is on track to reinforce previous findings with a more systematic quantitative approach. This will provide new empirical evidence regarding the relationship between the effectiveness of resource management and the innovation of Islamic legal methodologies in community-based non-formal educational institutions such as PKBM Ristek Nusantara Jaya (Fathurrahman et al., 2019).

## RESEARCH METHOD

### Types and Approaches to Research

The main analysis in this study is at the individual level, with a focus on key institutional stakeholders, namely the head of PKBM, program managers, and teachers/facilitators who have a direct role in the planning, implementation, and development of Islamic law learning methodologies.

The data collected is in the form of professional perceptions and their managerial and pedagogical experience, not objective institutional performance data such as budget reports or student grades. Thus, the findings obtained reflect an informed subjective assessment of how the effectiveness of resource management impacts learning innovation in the PKBM environment. Research Design

The design of this study is a correlational design, in which the researcher does not manipulate variables, but only observes and analyzes the relationship between two or more variables. This design allows researchers to measure the level of linkage between the effectiveness of resource management and the level of innovation of Islamic legal methodology in PKBM Ristek Nusantara Jaya. This correlation is measured through Pearson correlation statistical techniques and simple linear regression.

### Scope and Object of Research

The scope of this research includes managerial activities, learning, and methodological innovation in the realm of Islamic law within PKBM Ristek Nusantara Jaya. The object of this research consists of two main variables: the effectiveness of resource management and the innovation of Islamic legal methodology. This research was conducted by considering the role of teachers, managers, and students as the main subjects who directly experience the dynamics of resource management and learning innovation.

### Place and Time of Research

The research was carried out at the PKBM Ristek Nusantara Jaya Education Institute located in South Jakarta, Indonesia. The research implementation time starts from the preparation stage in March 2025, data collection in April-May 2025, and data analysis until the preparation of the final report in June 2025.

#### Population and Sample

The population in this study is all educators, managers, and students involved in the learning process of Islamic law at PKBM Ristek Nusantara Jaya. The research sample was taken purposively as many as 100 respondents. The selection criteria for the sample include individuals who have an active involvement in the management and learning process of Islamic law at the institution. The purposive sampling technique was chosen because the researcher wanted to get respondents who fit certain characteristics that were relevant to the research objectives.

#### Data Collection Techniques

Data were collected using an instrument in the form of a questionnaire with a Likert scale of 1–5 designed to measure two main variables:

1. Effectiveness of Resource Management: consists of indicators of human resource management, infrastructure management, and funding.
2. Islamic Legal Methodology Innovation: consists of indicators of the development of learning methods, the use of technology, contextual approaches, and responses to the needs of students.

The instrument has been tested for validity through content validation by Islamic education and education management experts, and tested for reliability using the Cronbach Alpha coefficient with a result of  $> 0.80$  indicating that the instrument is reliable.

#### Variable Operational Definition

Resource Management Effectiveness is the level of success of the institution in utilizing and managing human resources, infrastructure, and funds to support the achievement of learning objectives.

Islamic Law Methodology Innovation is the level of novelty, diversity, and meaningfulness of Islamic law learning methods applied in PKBM to adapt to the challenges of the times and the needs of students.

Data Analysis Techniques, Data is analyzed using the SPSS software version. The analysis carried out includes:

1. Descriptive statistics: to describe respondent characteristics and variable score distribution.
2. Classical assumption test: normality, linearity and homokedasticity.
3. Pearson correlation test: to find out the direction and strength of the relationship between the X and Y variables.
4. Simple linear regression analysis: to determine the contribution of the effectiveness of resource management in influencing the innovation of Islamic legal methodologies.

The interpretation of the analysis results was carried out based on the significance value ( $p < 0.05$ ), the determination coefficient ( $R^2$ ), and the regression coefficient value ( $\beta$ ). The researcher also triangulated the theory to strengthen the reading of the results and the validity of the quantitative data.

## RESULT AND DISCUSSION

Based on the results of quantitative data analysis using the Pearson correlation test, a correlation coefficient value ( $r$ ) of 0.684 was obtained with a significance level ( $p$ ) of 0.000 ( $p < 0.01$ ). These findings show a positive and significant relationship between the variables of resource management effectiveness and the innovation of Islamic legal methodologies. Thus, the research question is empirically answered: the more effective the management of resources, the higher the level of methodological innovation applied in the learning of Islamic law.

Simply stated, these figures imply that almost half of the success of innovation in Islamic law learning can be explained by the effectiveness factor of resource management. The resources here cover various aspects, ranging from teaching staff, students, infrastructure, to fund management and educational facilities. When all these elements are well managed, the learning process of Islamic law at PKBM not only runs smoothly, but also gives birth to new approaches that are more creative, contextual, and in accordance with the demands of the times.

This reality can be explained through daily experience in the field. For example, an Islamic law teacher who receives regular training support will certainly be more confident in trying new learning methods. With facilities in the form of technological devices, teachers no longer only rely on textbooks, but can also access various digital resources that enrich teaching materials. Students also feel more interested because the learning method has become more interactive and relevant to their lives. From this, it can be seen that effective resource management is not just an administrative issue, but actually contributes to the quality of the learning experience.

In practice, innovations in Islamic legal methodology at PKBM Ristek Nusantara Jaya appear in various forms. There are teachers who develop project-based learning models, where students are invited to analyze cases of contemporary Islamic law. There are also those who use digital media, such as learning videos and online platforms, to explain fiqh concepts that previously felt abstract. All of these forms of innovation would not be possible without the support of good resource management. In other words, innovation is born because there is a supportive ecosystem.

This research also provides an overview that effective resource management involves several important aspects. First, human resources. Teachers as the spearhead of learning must be given space to develop, both through training, workshops, and collaboration opportunities with colleagues. Second, financial resources. Education funds that are managed in a transparent and accountable manner allow institutions to allocate budgets to things that are really needed, including supporting innovative programs. Third, facilities

and infrastructure. Comfortable learning spaces, stable internet access, and adequate learning tools are the main supporting factors for innovation to run.

Furthermore, the relationship between the effectiveness of resource management and the innovation of Islamic legal methodology can also be understood in terms of motivation. When teachers feel supported and facilitated, they tend to be more eager to innovate. They not only teach out of obligation, but are also driven to provide the best learning experience for students. On the other hand, if resources are not managed properly, teachers tend to stagnate and rely on monotonous old methods. From this, it is clear that resource management has a domino effect on the quality of learning.

In the context of PKBM Ristek Nusantara Jaya, the effectiveness of resource management also plays an important role in maintaining the relevance of Islamic law learning. Islamic law as a field of study must certainly continue to adapt to the development of the times. The challenges of the digital era, globalization flows, and contemporary issues demand a dynamic methodological approach. With good resource management, PKBM is able to provide a learning environment that allows methodological updates to occur. Teachers not only teach Islamic law textually, but also relate it to the realities of modern life, such as digital ethical issues, online transactions, or social justice issues.

These findings also show that educational innovation cannot be separated from managerial factors. Innovation is not only about teachers' creativity, but also about how institutions support teachers to innovate. For example, when institutions allocate a special budget for teacher training, the quality of learning increases. Likewise, when institutions invest in learning technology, teachers have more options in delivering material. All of these are tangible results of the effectiveness of resource management.

The results showed that there was a positive and significant relationship between the effectiveness of resource management and the innovation of Islamic legal methodology in PKBM Ristek Nusantara Jaya, with a correlation value ( $r$ ) of 0.684 and a contribution of 46.8%. This supports the success of educational innovation greatly influenced by managerial effectiveness in managing human resources, facilities, and funds.

However, this research also implies that the innovation of Islamic legal methodology is not only influenced by resource management. There are still other factors that play a role, such as organizational culture, leadership style, personal motivation of teachers, and even student characteristics. However, the contribution of 46.8% shown by the results of this study is large enough to prove that resource management is the dominant factor.

From a practical perspective, the results of this study provide valuable lessons. PKBM Ristek Nusantara Jaya, as well as other Islamic educational institutions, can make resource management a top priority in development strategies. Focusing on increasing teacher capacity, good financial management, and providing adequate infrastructure will be the key to success in creating methodological innovations. In addition, it is also important to foster a culture of innovation in the institution environment, so that every teacher is encouraged to try new things without fear of failure.



In the end, the relationship between resource management and innovation in Islamic legal methodology in PKBM Ristek Nusantara Jaya shows that quality education is not born by chance. Innovative education is the result of planned, directed, and consistent management. With the effectiveness of resource management, institutions not only ensure learning runs, but also create learning that is relevant, inspiring, and able to answer the challenges of the times.

However, this strong relationship should not be interpreted in a linear and simple way. Behind these correlations, there needs to be a critical reflection on the specific mechanisms in resource management that are able to drive innovation, as well as an exploration of the possibilities of contextual and mediating variables that have not been explicitly disclosed in quantitative data.

### Findings Acquisition Process

The findings were obtained through the collection of data from 100 respondents consisting of institutional managers, educators, and students of PKBM Ristek Nusantara Jaya. The research instrument in the form of a Likert scale questionnaire has gone through a validity and reliability test process. Data is processed using SPSS 26. software After going through the process of normality, linearity, and homokedacitycity, the analysis was continued with Pearson correlation and simple linear regression. The results of the analysis show that the effectiveness of resource management has an influence of 46.8% on the innovation variable of Islamic legal methodology, as shown by the value of  $R^2 = 0.468$ .

**Table 1. Pearson Correlation Test Results**

Variabel	r	Sig. (2-tailed)
Resource Management Effectiveness - Methodological Innovation	0,684	0,000

Table 1 shows the correlation value between the effectiveness of resource management and the innovation of Islamic legal methodology of 0.684 with a significance of 0.000. This means that there is a strong and significant relationship between the two variables. This positive correlation shows that the higher the effectiveness of resource management, the higher the level of innovation of Islamic legal methodologies applied.

**Table 2. Results of Simple Linear Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 (Constant)	0,684	0,468	0,462	4,871

Table 2 shows that the value of the determination coefficient ( $R^2$ ) is 0.468, which means that the 46.8% variability in the innovation of Islamic legal methodology can be explained by the effectiveness of resource management. An Adjusted  $R^2$  value of 0.462 indicates the stability of the regression model. This shows that the model used is quite robust in explaining the relationship between independent variables and bound variables.

## **Interpretation of Findings**

The interpretation of the findings shows that PKBM Ristek Nusantara Jaya has implemented relatively effective resource management, especially in the aspects of adaptive and collaborative human resource utilization, the use of technological facilities in the learning process, and transparent and accountable financing planning. These three aspects have been proven to strengthen the capacity of institutions in designing and implementing innovative Islamic legal methodologies, such as contemporary case study-based learning, digital media integration, and project-based learning approaches.

## **Connection with Theory and Literature**

These findings support the theory of educational resource management from Robbins (2017) which states that effective management of strategic resources in education will produce outputs in the form of learning innovations. In addition, the results of this study are consistent with the studies of Arifin (2021) and Sari (2022) which emphasized that methodological innovation in the study of Islamic law is highly determined by the managerial readiness of institutions and the availability of learning support facilities.

In terms of Islamic learning approaches, this research also strengthens the theory of constructivism and contextualism in Islamic education, which encourages experiential Islamic law learning methods, social realities, and active dialogue between students. When resource management supports this process, the learning of Islamic law becomes more applicable and transformative.

## **Contribution to Theory Development**

This research contributes to the development of Islamic education management theory by adding an empirical dimension that the effectiveness of resource management not only has an impact on organizational efficiency, but also directly encourages pedagogical innovation in the context of Islamic law learning. The relationship model found in this study can be interpreted as a model of "Managerial Effectiveness-Based Innovation" in Islamic non-formal educational institutions.

In addition, this approach paves the way to modify the model of Islamic law learning approach from normative-doctrinal to a more applicative-participatory one. Thus, this research not only strengthens existing theories, but also offers new elaborations in the context of community-based Islamic education.

## **CONCLUSION**

This study has succeeded in showing a strong and significant relationship between the effectiveness of resource management and the innovation of Islamic legal methodology in PKBM Ristek Nusantara Jaya. These findings indicate that strategic management of human resources, infrastructure, and funding can directly encourage the creation of a more contextual, participatory, and adaptive approach to Islamic law learning. The theoretical contribution of this research strengthens the understanding that pedagogical innovation in

non-formal Islamic education is inseparable from the readiness and managerial skills of institutions.

Nonetheless, this study has a number of limitations. The research was conducted at one institution with a quantitative approach based on stakeholder perception, so the results could not be generalized widely. In addition, contextual variables such as leadership culture, teacher digital literacy, and pedagogical training are not explicitly measured, even though they have the potential to be mediators that bridge the relationship between management and innovation. This underscores the need for a more comprehensive approach to capture more complex dynamics.

For further research development, it is recommended to use mixed methods in order to explore the depth of the innovation process while providing empirical validation power. Comparative research between PKBMs or with formal educational institutions will help expand the scope of generalization. Tracing the influence of national policies or the integration of digital platforms is also important to sharpen policy impact, but agendas such as AI-based learning or social media should be limited so as not to weaken the focus on the main empirical contribution of this research.

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