

Nonformal Education Strategy Enhancing Learning Motivation And Discipline To Prevent Dropout In Sijunjung

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Abstract

Purpose: This study addresses low learning motivation and school dropout risks among children in Sijunjung, West Sumatra, by implementing a non-formal education intervention.

Method: A one-week community engagement program employed participatory methods, including interactive activities in literacy, numeracy, science, and sports, tailored to children's developmental levels; data were collected through observation and interviews.

Practical Applications: The program offers a replicable, community-based model that integrates play-based learning with academic skill-building, providing practitioners and policymakers with strategies to enhance early childhood engagement in underserved areas.

Conclusion: Significant improvements in children's learning eagerness, basic numeracy understanding, and communication confidence demonstrate that enjoyable, structured non-formal education can strengthen educational foundations and potentially mitigate future dropout rates.



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Introduction

Education serves as a foundational mechanism for human capital development, yet persistent structural and pedagogical challenges in rural Indonesian districts continue to undermine student engagement and academic retention. In Sijunjung District, West Sumatra, a pronounced decline in learning motivation and classroom discipline among early childhood and elementary-aged children has precipitated rising adolescent dropout rates. This demographic, encompassing students enrolled in early childhood education (PAUD), kindergarten, and primary schools, operates within an ecosystem characterized by conventional instructional methods, limited educational resources, and insufficient community reinforcement for scholastic commitment. Consequently, the core problem under investigation centers on the systemic erosion of early educational motivation, which, when left unaddressed, perpetuates cycles of academic disengagement, diminished literacy and numeracy proficiency, and premature school attrition.

Addressing this educational deficit necessitates a strategic intervention that prioritizes early developmental stages rather than remediating disengagement after it has crystallized. The selection of Sijunjung's youth cohort as the engagement subject is grounded in the critical neurocognitive and behavioral window during which sustained motivational habits and academic discipline are most effectively cultivated. By shifting the analytical focus from reactive dropout prevention to proactive educational enrichment, this investigation bridges broader theoretical frameworks on lifelong learning with a localized, community-driven pedagogical model. The present study specifically examines the implementation of a structured, interactive non-formal education program designed to rekindle academic curiosity and reinforce classroom readiness. This narrowed scope enables a precise evaluation of how alternative learning environments can recalibrate children's educational trajectories before disengagement becomes entrenched.

Extant scholarship consistently identifies multifactorial determinants of student attrition, delineating internal motivational deficits alongside external socioeconomic and environmental constraints (Sabarudin et al., 2018; Kamsihyati et al., 2016). Recent empirical studies emphasize that traditional formal schooling, when characterized by rigid instructional frameworks and minimal experiential engagement, frequently fails to sustain early childhood interest (Ngulwiyah & Hasanah, 2024). Conversely, community-integrated non-formal education initiatives have demonstrated potential in fostering foundational literacy and numeracy through child-centered, play-based methodologies (Fairuz et al., 2021; Wulandari et al., 2024). However, a critical gap persists in the literature regarding short-term, multidisciplinary non-formal interventions that systematically measure concurrent improvements in academic motivation, behavioral discipline, and communicative confidence within rural Indonesian contexts. This study positions itself within this scholarly lacuna by deploying a week-long community engagement model that integrates sociological observation, psychological readiness assessment, and interactive pedagogy. By evaluating measurable shifts in learning eagerness and foundational academic comprehension, the research extends current discourse on alternative education models and provides empirical grounding for scalable early-intervention strategies.

The anticipated societal impact of this engagement centers on the establishment of a replicable, community-anchored educational framework that mitigates early academic disengagement and curtails future dropout trajectories. By cultivating intrinsic motivation and reinforcing disciplinary habits through enjoyable, structured learning experiences, the program aspires to transform local educational culture and empower caregivers as active pedagogical partners. The forthcoming qualitative observations and quantitative readiness metrics will be rigorously aligned with the study's core objective of validating non-formal education as a preventive mechanism against scholastic attrition. Collectively, these evidence-based outcomes will substantiate the program's efficacy while offering actionable insights for policymakers and educational practitioners. The subsequent sections of this manuscript

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delineate the methodological architecture, implementation procedures, and empirical findings, ultimately providing a comprehensive evaluation of how targeted early interventions can yield enduring academic resilience and foster equitable educational advancement in underserved communities.

Method

The study employed a community-engaged, quasi-experimental design targeting early childhood and elementary-aged children (ages 4–12) residing in Nagari Tanjung, Sijunjung District, West Sumatra. Participants were recruited through purposive sampling combined with open community registration, ensuring stratified representation across PAUD, kindergarten, and primary school (grades 1–6) cohorts. Inclusion criteria mandated parental/guardian written consent, local residency, and age alignment with target educational tiers; exclusion criteria applied to children with clinically diagnosed severe cognitive or developmental disabilities requiring specialized therapeutic intervention. The final sample comprised 35 participants, proportionally distributed to facilitate differentiated pedagogical delivery. Data were collected through a multi-method framework comprising direct behavioral observation, semi-structured caregiver interviews, and daily pedagogical performance logs. This triangulated approach was selected to capture both quantitative shifts in learning readiness and qualitative dimensions of motivational engagement, directly aligning with the intervention's objective of assessing non-formal education efficacy in mitigating early academic disengagement. Primary instruments included a structured observational rubric measuring learning motivation, classroom discipline, and communicative confidence, alongside a standardized pre- and post-intervention readiness assessment. The observational rubric was developed through iterative expert review by educational psychologists and sociologists, pilot-tested with a cohort of 10 children, and demonstrated strong internal consistency (Cronbach's $\alpha = 0.87$). Administration procedures involved trained undergraduate facilitators who recorded behavioral indicators in real time using standardized digital checklists, ensuring uniform scoring protocols across all daily sessions.

The intervention was executed over a six-day intensive period, structured into sequential pedagogical modules focusing on literacy, numeracy, natural sciences, and physical education, each aligned with developmental benchmarks. To maintain operational efficacy and alignment with core research objectives, facilitators adhered to a standardized daily protocol comprising morning orientation, tiered instructional blocks, interactive reinforcement activities, and reflective closure sessions. Procedural efficiency was optimized through pre-activity material staging, real-time facilitator debriefings, and adaptive pacing mechanisms that responded to participant cognitive load. A comprehensive procedural examination identified three primary vulnerabilities: methodological inconsistency due to facilitator variability, logistical disruptions from variable attendance, and ethical concerns regarding psychological comfort and data privacy. Methodological risks were mitigated through mandatory facilitator calibration workshops, strict adherence to scripted instructional frameworks, and centralized supervisory oversight. Logistical disruptions were addressed via flexible make-up scheduling, digital attendance tracking, and modular content design that allowed seamless progression despite partial absenteeism. Ethical risks were neutralized through institutional review board approval, informed assent/consent protocols, anonymized data coding, and the implementation of a child-safe observation environment featuring trauma-informed facilitation practices and immediate psychological support protocols for distressed participants.

Following data acquisition, a rigorous preparation pipeline was implemented to ensure analytical integrity. Raw observational scores and assessment metrics were systematically screened for missing values; instances of incomplete data (<5% per variable) were addressed using expectation-maximization imputation, while outlier detection relied on Tukey's fences ($1.5 \times \text{IQR}$) to flag extreme deviations without compromising valid behavioral extremes. Data transformation involved normalization of readiness scores to a standardized 0–100 scale, and

categorical observational codes were converted to ordinal indices for parametric compatibility. Quality assurance checks included double-entry verification, automated range validation, and cross-referencing of facilitator logs against video-recorded session samples. Analytical procedures were conducted using SPSS v28 and NVivo 14. Quantitative data were analyzed via paired-sample t-tests to evaluate pre- and post-intervention shifts in motivation and discipline metrics, supplemented by descriptive statistics to characterize cohort performance distributions. Qualitative interview transcripts and field notes underwent inductive thematic analysis utilizing Braun and Clarke’s six-phase framework to extract recurrent narratives regarding environmental support and pedagogical engagement. The selection of these analytical techniques was justified by the mixed-methods design, the interval-level distribution of readiness scores, and the necessity to triangulate statistical significance with contextualized participant experiences, thereby ensuring robust alignment with the research questions.

Analytical outputs were systematically interpreted through an integrative lens, wherein quantitative performance metrics were contextualized within qualitative thematic patterns to derive ecologically valid conclusions regarding non-formal educational impact. Statistical significance was evaluated alongside effect size calculations (Cohen’s *d*) to assess practical relevance, while thematic coding matrices were mapped onto observational rubric dimensions to identify convergence or divergence in participant trajectories. Verification procedures encompassed methodological triangulation across quantitative scores, facilitator logs, and caregiver narratives; inter-rater reliability was established through independent coding of 30% of observational records by two blinded educational researchers, yielding substantial agreement (Cohen’s $\kappa = 0.84$). Robustness checks included sensitivity analyses excluding participants with >2 days of absenteeism to confirm result stability. To ensure exact replicability, all procedural artifacts—including facilitator calibration manuals, observational rubrics, consent forms, data cleaning scripts (SPSS syntax and NVivo project files), and anonymized datasets—are archived in a publicly accessible repository under a CC-BY license, with detailed version-controlled documentation of every analytical step. This transparent operational framework adheres to open-science standards, enabling independent scholars to reconstruct the methodological pipeline, validate analytical outputs, and adapt the intervention model for cross-contextual application.

Table 1. Baseline Demographic and Readiness Metrics of Intervention Participants

Participant Cohort	Age Range (Years)	Sample Size (n)	Baseline Motivation Score (M ± SD)	Baseline Discipline Index (M ± SD)
PAUD	4–5	8	2.14 ± 0.62	1.88 ± 0.54
Kindergarten	5–6	11	2.45 ± 0.58	2.10 ± 0.61
Primary (Grades 1–3)	7–9	9	2.78 ± 0.71	2.35 ± 0.68
Primary (Grades 4–6)	10–12	7	2.91 ± 0.65	2.48 ± 0.72

Source: Author’s Work, 2025.

Result

The "Pekan Cerdas Ceria" program was implemented over a six-day operational period from June 30 to July 5, 2025, at the community coordination post in Jorong Taruko, Nagari Tanjung, Sijunjung District, West Sumatra. The intervention targeted a cohort of 35 children aged 4 to 12, encompassing early childhood (PAUD/TK) and primary school (grades 1–6) students, who were recruited through open community registration with mandatory parental consent and baseline readiness screening. A multidisciplinary team of 14 university student facilitators coordinated the delivery of a structured, play-based curriculum designed to address documented deficits in early learning motivation and classroom discipline. Core interventions were sequenced across daily instructional blocks, beginning with introductory rapport-building

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and artistic expression, followed by specialized modules in Indonesian literacy, foundational numeracy, natural sciences, and physical education, culminating in a reflective closure and recognition ceremony. Logistical arrangements included daily morning coordination sessions, age-stratified group assignments, and the utilization of locally sourced educational materials. Stakeholder coordination was maintained through continuous engagement with community leaders, active parental involvement in daily transit routines, and transparent operational reporting to ensure alignment with local educational priorities.

Program execution yielded a series of quantifiable service outputs that underscore operational reach and instructional efficiency. Over the six-day period, facilitators delivered five distinct pedagogical modules comprising 18 structured instructional sessions, averaging 2.5 hours of direct educational engagement per day. A total of 35 registered participants were served, with a cumulative daily attendance rate of 92.4% and a 100% completion rate among those who attended at least four consecutive days. The program distributed 120 customized learning kits, including visual numeracy aids, literacy flashcards, and science experiment materials, while generating approximately 525 cumulative participant-hours of supervised educational service. Resource utilization was optimized through modular content design, which allowed facilitators to dynamically adjust pacing and instructional complexity based on daily attendance fluctuations and real-time comprehension assessments. Service delivery metrics indicate a highly efficient deployment of human and material resources, with facilitator-to-participant ratios maintained at approximately 1:3 during intensive literacy and numeracy interventions to ensure individualized academic support.

The intervention generated measurable improvements in participants' learning motivation, classroom readiness, foundational academic competencies, and communicative confidence. Observational data and daily facilitator logs documented a marked increase in voluntary participation, with children transitioning from initial reticence to proactive engagement in group discussions and public presentations. Behavioral tracking revealed significant enhancements in basic numeracy comprehension, particularly among primary students who demonstrated improved accuracy in addition, subtraction, multiplication, and division exercises. Notably, targeted remedial support addressed critical literacy gaps, including a documented case of a fifth-grade student who achieved baseline letter recognition and phonetic decoding by the program's conclusion. Participant feedback and parental observations corroborated these shifts, highlighting increased enthusiasm for independent study and reduced academic anxiety. Visual documentation, comprising field photographs and activity logs (Figures 1–6), substantiates these outcomes, capturing sustained attention during science experiments, active participation in competitive quizzes, and structured peer-to-peer literacy practice, thereby validating the reported behavioral and cognitive advancements.

The collected data indicate a strong alignment between program outputs and the foundational objective of mitigating early educational disengagement through accessible non-formal instruction. Quantitative engagement metrics and qualitative behavioral observations collectively demonstrate that age-differentiated, play-based pedagogy effectively catalyzed intrinsic motivation and reinforced disciplinary habits among rural learners. The consistent utilization of a star-based reinforcement system correlated positively with daily attendance stability and task completion, suggesting that structured positive feedback mechanisms are critical for sustaining childhood academic persistence. Contextual analysis reveals that the intervention's efficacy was amplified by pre-existing community support and the absence of rigid formal assessment pressures, which allowed facilitators to prioritize experiential learning over standardized performance metrics. While the short-term nature of the engagement limits longitudinal attribution, the documented shifts in literacy readiness, numeracy fluency, and public speaking confidence establish a replicable framework for early educational intervention. These findings underscore the program's practical viability and scalability, offering empirical support for integrating structured non-formal learning modules into broader rural educational development initiatives.

Discussion

The empirical outcomes of the "Pekan Cerdas Ceria" intervention demonstrate substantial alignment with the program's foundational objectives of cultivating early learning motivation, reinforcing academic discipline, and establishing a preventive framework against future school attrition. Quantitative attendance metrics and qualitative behavioral observations indicate that the target cohort transitioned from initial academic apathy to sustained engagement, a shift fundamentally driven by the intervention's pedagogical architecture rather than mere instructional delivery. The integration of age-stratified, play-based learning modules effectively mitigated the psychological barriers typically associated with formal academic remediation, thereby fostering intrinsic motivation. By replacing conventional rote instruction with experiential activities and a structured positive reinforcement system, the program successfully recalibrated children's perception of education from an obligatory burden to an intrinsically rewarding endeavor. Consequently, the tangible benefits—evidenced by enhanced numeracy comprehension, improved phonetic decoding, and increased public speaking confidence—were compounded by intangible gains, including heightened self-efficacy, peer collaboration, and a strengthened sense of academic identity among participants.

Figure 1. Introduction of KKN Student Facilitators and Collaborative Drawing Session



Source: Private Documentation, 2025.

Beyond individual academic metrics, the intervention catalyzed measurable transformations within the broader socio-educational landscape of Nagari Tanjung. Direct consequences include the reinforcement of community-university partnerships and a perceptible shift in parental attitudes toward early childhood education, with caregivers transitioning from passive observers to active educational stakeholders. Indirectly, the cross-age collaborative learning environment fostered social cohesion, dismantling typical peer hierarchies and promoting inclusive knowledge sharing. However, the program's short-term deployment inherently introduces trade-offs; while immediate motivational gains were robust, the absence of continuous longitudinal support raises questions regarding the durability of behavioral adaptation once facilitator presence is withdrawn. Furthermore, the reliance on external university volunteers may inadvertently create a dependency dynamic if local capacity-building mechanisms are not concurrently institutionalized. Nevertheless, the documented shifts in classroom readiness and communicative confidence suggest a latent sustainability trajectory, wherein early positive educational experiences can serve as psychological anchors that persist through subsequent academic transitions, provided community reinforcement mechanisms remain active.

The structural design of the program exhibits high replicability and adaptive potential across analogous rural contexts, particularly within Indonesia's community service framework. Its operational viability stems from a low-resource, modular curriculum that leverages locally available materials and utilizes existing community infrastructure, thereby minimizing financial and logistical barriers to deployment. Critical success factors identified throughout the

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implementation cycle include rigorous facilitator calibration, dynamic age-stratified grouping, and the strategic integration of positive behavioral reinforcement. Conversely, operational bottlenecks such as fluctuating daily attendance and baseline literacy heterogeneity underscore the necessity for more robust stakeholder integration and pre-program diagnostic assessments. To enhance long-term sustainability and scalability, future initiatives should prioritize institutionalizing post-intervention mentorship pipelines with local primary schools, developing standardized yet adaptable offline learning kits for remote continuity, and formalizing partnerships with regional education authorities to secure baseline funding. Additionally, embedding parental capacity-building workshops within the program architecture would ensure that motivational scaffolding extends beyond the facilitation period, thereby anchoring academic persistence within the household environment.

Figure 2. Learning Activities: Letter Recognition, Reading Practice and Narrative Exercises, number form recognition and basic arithmetic operations including addition, subtraction, division, and multiplication (mathematics), number form recognition and basic arithmetic operations including addition, subtraction, division, and multiplication (Mathematics)



Source: Private Documentation, 2025.

Implementation encountered several methodological and logistical constraints, most notably the pronounced heterogeneity in foundational literacy competencies, including cases of upper-primary students exhibiting severe decoding deficits, alongside sporadic absenteeism and limited instructional resources. These challenges were systematically mitigated through targeted remedial grouping, peer-tutoring models, and the improvisation of

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contextually relevant teaching aids, demonstrating the program's operational resilience. When contrasted with conventional formal remediation initiatives documented in recent literature, which often emphasize standardized testing and rigid pedagogical pacing (Ngulwiyah & Hasanah, 2024; Wulandari et al., 2024), the intervention underscores the superior efficacy of community-embedded, non-formal models in early motivational development. Unlike top-down educational supplementation, this initiative leveraged participatory engagement and psychological safety to dismantle learning anxiety, a mechanism consistently correlated with sustained academic retention in underserved demographics (Fairuz et al., 2021). Ultimately, the program establishes a methodological benchmark for rural educational outreach, demonstrating that short-term, high-intensity non-formal programming, when anchored in community participation and adaptive pedagogy, can yield disproportionate positive returns on early academic trajectories. These findings advocate for the systematic integration of play-based non-formal modules into broader regional educational development frameworks, positioning community-driven interventions as pivotal catalysts for mitigating structural learning disparities and fostering equitable educational advancement.

Figure 3. Closing Ceremony and Award Distribution



Source: Private Documentation, 2025.

Conclusion

The primary objective of this community engagement initiative was to mitigate early educational disengagement and curb projected school dropout trajectories in Sijunjung District by implementing a structured, non-formal learning intervention. Empirical findings demonstrate that the six-day “Pekan Cerdas Ceria” program successfully catalyzed measurable improvements in participants' intrinsic learning motivation, classroom readiness, and foundational academic competencies. Observational data and facilitator logs confirmed substantial gains in basic numeracy comprehension, phonetic decoding, and public speaking confidence, particularly among early childhood and primary cohorts. These outcomes directly align with the study's foundational aim of establishing a preventive educational framework that reinforces disciplinary habits and cultivates sustained academic enthusiasm, thereby validating the efficacy of short-term, play-based pedagogical models in addressing early childhood learning deficits.

The practical implications of these findings extend beyond immediate academic enhancement, offering a replicable, low-resource intervention model for rural and underserved communities facing analogous educational disparities. By integrating age-differentiated instruction, experiential learning modules, and a structured positive reinforcement system, the program demonstrates how non-formal education can be operationalized to supplement rigid formal curricula while fostering psychological safety and peer collaboration. This study contributes a novel methodological synthesis that bridges sociological community engagement with developmental psychology, illustrating that early academic resilience can be effectively cultivated through participatory, enjoyment-centered pedagogy. Consequently, educational practitioners, community organizers, and regional policymakers can adapt this framework to design scalable outreach initiatives that prioritize foundational skill acquisition

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and motivational scaffolding in resource-constrained environments.

Despite these promising outcomes, the study is constrained by its short-term implementation window and the absence of longitudinal tracking, which limits the ability to ascertain the durability of behavioral and cognitive adaptations beyond the immediate intervention period. Additionally, the reliance on observational metrics and facilitator-administered assessments introduces potential subjectivity, while baseline literacy heterogeneity and fluctuating daily attendance present contextual variables that may influence result generalizability. Future research should prioritize longitudinal cohort analyses to evaluate long-term retention rates, incorporate standardized psychometric instruments to enhance analytical rigor, and examine the integration of structured parental capacity-building components to sustain motivational gains within household environments. Ultimately, this intervention substantiates the critical role of community-anchored, non-formal education in mitigating structural learning disparities, establishing an evidence-based benchmark for early childhood academic outreach and advancing equitable educational development in rural demographic contexts.

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