
AN INTEGRATIVE MODEL FOR STRENGTHENING PKBM SUSTAINABILITY THROUGH SERVANT LEADERSHIP, ORGANIZATIONAL CLIMATE, ORGANIZATIONAL CITIZENSHIP BEHAVIOR, AND TRAINING EFFECTIVENESS BASED ON SITOREM

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Received June 4, 2026; Accepted June 15, 2026
Available online June 15, 2026

ABSTRACT

PKBM Sustainability is an important issue in strengthening non-formal education because Community Learning Centers (PKBM) play a role in expanding access to education, supporting lifelong learning, and fulfilling community needs. This study aims to develop a model and strategy for improving PKBM Sustainability by examining the effects of servant leadership, organizational climate, Organizational Citizenship Behavior (OCB), and the effectiveness of education and training. The study employed a combination of simple qualitative and quantitative methods involving 39 PKBM in 7 subdistricts in eastern Bogor Regency, with a population of 279 respondents and a sample of 165 respondents. Data were analyzed using path analysis and SITOREM. The results show that servant leadership, organizational climate, OCB, and the effectiveness of education and training have positive and highly significant effects on PKBM Sustainability. In addition, servant leadership and organizational climate also have indirect effects on PKBM Sustainability through OCB and the effectiveness of education and training. The SITOREM analysis recommends several priority indicators for improvement, namely the availability of teaching staff, PKBM development, fulfillment of community needs, empowerment, conceptualization, work mechanisms, tolerance, courtesy, and satisfaction with activities. Therefore, PKBM Sustainability can be strengthened through an integrative model based on servant leadership, organizational climate, organizational citizenship behavior, the effectiveness of education and training, and SITOREM-based indicator optimization.

Keywords: PKBM Sustainability; servant leadership; organizational climate; OCB; effectiveness of education and training; SITOREM.

INTRODUCTION

Educational challenges in the era of the Fourth Industrial Revolution and Society 5.0 require educational institutions to adapt to increasingly complex social changes, technological advancement, digitalization, and community needs. Education is no longer understood merely as a process of knowledge transfer, but also as a strategic instrument for developing human quality in a sustainable manner. In this context, education serves as a basic capital for national development (Ali & Mardiati, 2021), an important component of sustainable development related to human and social aspects (Simanjuntak, 2018), and a continuous effort to achieve ideal development (Pamungkas, 2019). The concept of Education for Sustainable Development is also positioned as a response to the need for sustainable development (Sutanto, 2017). Thus, educational sustainability becomes an important issue because, without continuous efforts, educational programs are at risk of not being sustained in the long term (Welsch, 2003).

Non-formal education has a strategic position in expanding access to education, particularly for communities that are not fully served by formal education. One form of non-formal education institution is the Community Learning Center, or PKBM. PKBM functions as a community learning platform that can support the acceleration of compulsory education, reduce dropout rates, and provide educational access for learners who need equivalency education services and lifelong learning. This study explains that PKBM represents one form of community contribution to accelerating compulsory education, reducing dropout rates, and eradicating illiteracy and ignorance (Safitri, 2020). Therefore, PKBM is an important instrument in providing educational services that are more inclusive, flexible, and based on community needs.

Institutionally, PKBM has distinctive characteristics as a non-formal education institution that grows from, by, and for the community. The phrase “from the community” indicates that the establishment of PKBM originates from community initiative and awareness of the importance of improving quality of life through learning processes. The phrase “by the community” emphasizes that the implementation, development, and sustainability of PKBM are the collective responsibility of the community. Meanwhile, the phrase “for the community” indicates that the existence of PKBM is directed toward community advancement, empowerment, and the fulfillment of local community needs. With these characteristics, PKBM serves as both a learning center and a community empowerment center that requires independence, participation, mutual cooperation, and the ability to respond to social change. This is consistent with the view that PKBM is a non-formal education unit organized to meet community learning needs (Koswara, Sutarjo, & Hoerniasih, 2022), while also playing a role in empowerment, improving quality of life, and increasing sensitivity to community problems (Safitri, 2020).

Despite its strategic role, PKBM Sustainability still faces various fundamental challenges. This study identifies that PKBM Sustainability is often disrupted by dependence on government assistance, limited resources, inadequate infrastructure and learning facilities, uneven tutor quality, suboptimal community participation, unprofessional management practices, and low levels of service and learning innovation. As a community-based institution, PKBM is also vulnerable to discontinuity if it is not managed professionally and is unable to attract public interest. This condition requires attention because PKBM has a strategic function as an educational solution for communities with limited access to formal education. As emphasized in previous research, PKBM has a strategic role in addressing the problem of school dropouts (Dekawati, Firdaus, & Supriadi, 2021), yet its sustainability continues to face constraints, particularly in terms of regeneration and institutional innovation (Tohani, 2010; Ridwan, 2017).

Problems related to PKBM Sustainability are also evident in the preliminary study conducted at PKBM in eastern Bogor Regency. Initial data show that 30% of PKBM had not

reached 80% capacity, 33.33% did not have adequate facilities and infrastructure, 40% did not receive regular government subsidies, and 69.34% experienced difficulty obtaining community funding to cover operational costs. In addition, 43.13% of PKBM tutors did not meet the required qualification standards, while 60% of tutors did not have competency certification relevant to the subjects they taught. These data indicate that PKBM Sustainability is not merely related to the formal existence of the institution, but also concerns learner capacity, financing, facilities and infrastructure, human resource quality, and the alignment of educational services with community needs.

A number of previous studies and scholarly works have discussed factors related to PKBM sustainability, including ethics and leadership style, innovation, community responsibility, supervision, guidance, entrepreneurial capability, institutional research, work experience, perception, motivation, discipline, and management. However, comprehensive discussions that model the determinants of PKBM Sustainability remain limited, particularly those integrating servant leadership, organizational climate, Organizational Citizenship Behavior (OCB), the effectiveness of education and training, and SITOREM-based optimization. This gap is important because PKBM has institutional characteristics that differ from formal schools; therefore, a model for strengthening its sustainability needs to be developed based on the context of community-based non-formal education.

The novelty of this study lies in the development of an integrative model for strengthening PKBM Sustainability based on POP-SDM and SITOREM. This model positions servant leadership and organizational climate as exogenous variables, OCB and the effectiveness of education and training as intervening variables, and PKBM Sustainability as the main endogenous variable. This approach not only examines direct and indirect relationships among variables through path analysis, but also generates optimal solutions through SITOREM analysis. Thus, this study contributes to the development of a non-formal education management model that is not only explanatory, but also operational, as it produces priority indicators for improvement in strengthening PKBM Sustainability.

Based on this background, this study aims to produce an optimal model and strategy for improving PKBM Sustainability by identifying and testing variables that have positive and dominant effects. Specifically, this study analyzes the effects of servant leadership, organizational climate, OCB, and the effectiveness of education and training on PKBM Sustainability, both directly and indirectly. The findings are expected to provide an academic and practical basis for PKBM heads, tutors, the Education Office, and policymakers in strengthening PKBM Sustainability as a community-based non-formal education institution.

LITERATURE REVIEW

PKBM Sustainability

Sustainability is an important concept in organizational management because it relates to an institution's ability to maintain practices, structures, and work processes that support long-term organizational continuity. Robbins and Judge (2018) emphasize that sustainability is an important part of an organization's future success because organizations need to build a long-term culture and integrate institutional values into daily practices. In the educational context, sustainability is also related to continuous human development efforts, as education is viewed as a basic capital for national development (Ali & Mardiaty, 2021), an important component of sustainable social development (Simanjuntak, 2018), and a continuous process for achieving ideal development (Pamungkas, 2019).

The concept of Education for Sustainable Development reinforces the view that education should be directed toward supporting sustainable development (Sutanto, 2017). Without continuous efforts, educational programs are at risk of not being sustained and of losing their impact on society (Welsch, 2003). Therefore, in this study, PKBM Sustainability

is understood as an integrated, comprehensive, effective, and efficient organizational practice for maintaining, operating, and achieving long-term organizational goals while fulfilling community needs.

PKBM has a strategic position as a non-formal education unit established to meet community learning needs (Koswara, Sutarjo, & Hoerniasih, 2022). PKBM also plays a role in accelerating compulsory education, reducing dropout rates, and supporting the eradication of illiteracy and ignorance through community-based educational services (Safitri, 2020). In this context, PKBM Sustainability does not merely refer to the institution's ability to continue operating, but also includes its ability to maintain service relevance, strengthen community empowerment, and ensure the continuity of non-formal education programs.

The indicators of PKBM Sustainability in this study include the fulfillment of PKBM capacity, mobilization and management of operational funds, management of facilities and infrastructure, availability of qualified teaching staff, PKBM development, and fulfillment of community needs. These indicators show that PKBM Sustainability is a multidimensional construct encompassing learners, funding, facilities, human resources, institutional development, and service orientation toward the community.

Servant Leadership

Servant leadership refers to leader behavior that prioritizes service to organizational members, helps members grow and develop, and directs individuals toward organizational goals. In the PKBM context, servant leadership is relevant because PKBM is an institution that grows from, by, and for the community. This characteristic requires PKBM leaders not only to perform administrative functions, but also to build trust, empower tutors, mobilize community participation, and maintain the institution's orientation toward learners' needs.

The role of leadership in PKBM becomes increasingly important because the sustainability of community-based institutions depends heavily on the ability of managers to respond to change and renewal. Soetomo (2016) emphasizes that community institutions need to be sufficiently rooted in society while also being responsive to the demands of change. Thus, servant leadership can be understood as a strategic factor in maintaining the relationship between PKBM and the community, particularly when the institution faces limited resources, the need for innovation, and demands for improved service quality.

The indicators of servant leadership in this study include service stewardship, conceptualization, healing, development and empowerment, community building, humility, and foresight. These indicators show that PKBM leaders need to possess a service orientation, the ability to design the institution's future, concern for members, the capacity to empower human resources, and the ability to build a sustainable learning community.

Organizational Climate

Organizational climate refers to organizational members' perceptions of the work environment and various policies that influence their attitudes and behaviors. In PKBM, organizational climate plays an important role because institutional sustainability is strongly influenced by the quality of relationships among PKBM heads, tutors, managers, learners, and the community. A healthy organizational climate can encourage cooperation, open communication, clarity of work standards, and members' commitment to institutional goals.

As a community-based non-formal education institution, PKBM cannot be separated from social support and community participation. Safitri (2020) explains that one of the objectives of PKBM is to empower the community, improve quality of life, and increase sensitivity to community problems. To perform this function, PKBM requires an organizational environment that supports internal collaboration and responsiveness to external needs. In addition, PKBM also has a strategic role in addressing the problem of school dropouts (Dekawati, Firdaus, & Supriadi, 2021), making a conducive organizational climate an important prerequisite for the effectiveness of non-formal education services.

The indicators of organizational climate in this study include the physical environment, non-physical environment, work standards and policies, work mechanisms, and communication with colleagues. The physical environment relates to the condition of workspaces, equipment, and facilities. The non-physical environment relates to cohesion, warmth, leadership, and trust. Work standards and policies reflect the clarity of rules and work systems. Work mechanisms relate to autonomy, pressure, and supervision, while communication with colleagues reflects the quality of interaction among organizational members.

Organizational Citizenship Behavior or OCB

Organizational Citizenship Behavior, or OCB, refers to individual behavior within an organization that is voluntary, goes beyond core duties, is not always formally rewarded, yet can improve the effectiveness of organizational functioning. In the PKBM context, OCB has strategic significance because PKBM often faces limitations in resources, funding, facilities and infrastructure, and teaching personnel. Under such conditions, institutional sustainability greatly requires members' willingness to contribute beyond their formal duties.

OCB is important because PKBM sustainability is determined not only by formal structures, but also by members' social commitment and participation. Ridwan (2017) emphasizes the importance of innovation for PKBM sustainability, while Tohani (2010) shows that PKBM faces sustainability challenges, particularly in regeneration. These two perspectives indicate that PKBM needs organizational members who demonstrate initiative, loyalty, care, and active participation so that the institution can survive and develop.

The indicators of OCB in this study include helping colleagues, courtesy, conscientiousness, tolerance of less-than-ideal conditions, participation in organizational advancement, loyalty, initiative, prosocial behavior, self-development, and compliance. These indicators show that OCB is a behavioral capital that supports PKBM sustainability. Tutors and managers who demonstrate tolerance, courtesy, loyalty, and initiative will be better able to maintain the continuity of educational services, particularly when the institution faces operational constraints.

Effectiveness of Education and Training

The effectiveness of education and training refers to the degree of training achievement reflected in increased knowledge, positive attitude change, improved skills, enhanced work enthusiasm, and participants' contribution to their work and organization. In PKBM, education and training serve as instruments for human resource development, particularly for tutors and managers who are the main implementers of non-formal education services.

The importance of education and training effectiveness is directly related to the demand for improving the quality of PKBM services. Education is viewed as a strategic process for developing the nation's intellectual life and achieving the goals of educational institutions (Dianarini, Wulandari, & Sunaryo, 2022). In the context of non-formal education, strengthening the capacity of tutors and managers becomes increasingly important because PKBM is expected to respond to community needs, develop relevant programs, and provide educational services that are adaptive to social change.

The indicators of the effectiveness of education and training in this study include satisfaction with activities, increased knowledge, improved skills, enhanced work enthusiasm, and contribution to the organization. These indicators show that education and training effectiveness is measured not only by the implementation of training activities, but also by its impact on improving individual capacity and contribution to the organization. Therefore, the effectiveness of education and training is positioned as an intervening variable that explains how servant leadership and organizational climate can strengthen PKBM Sustainability through the improvement of human resource quality.

Conceptual Model and Hypotheses

The conceptual model of this study is built on the premise that PKBM Sustainability is influenced by leadership, organizational climate, organizational citizenship behavior, and the effectiveness of human resource development. Servant leadership and organizational climate are positioned as exogenous variables because both are viewed as initial factors that can influence members' behavior and the effectiveness of human resource development. OCB and the effectiveness of education and training are positioned as intervening variables because both explain the mechanism through which leadership and organizational climate influence PKBM Sustainability. PKBM Sustainability serves as the main endogenous variable, reflecting the institution's ability to maintain, operate, and develop community-based non-formal education services.

This framework is consistent with the character of PKBM as a non-formal education institution that performs a community empowerment function and needs to maintain program sustainability. PKBM not only serves as an education provider, but also as a community learning center that supports the improvement of learners' quality of life (Safitri, 2020; Koswara et al., 2022). Therefore, a model for strengthening PKBM Sustainability needs to integrate leadership, organizational environment, members' behavior, and human resource development. This approach is also relevant to the need for innovation and institutional regeneration, which constitute key challenges to PKBM sustainability (Ridwan, 2017; Tohani, 2010).

Based on this conceptual model, this study examines direct and indirect relationships among variables. The direct relationships include the effects of servant leadership, organizational climate, OCB, and the effectiveness of education and training on PKBM Sustainability. In addition, this study examines the effects of servant leadership and organizational climate on OCB and the effectiveness of education and training. The indirect relationships are tested through two mediating pathways, namely the OCB pathway and the education and training effectiveness pathway.

The research hypotheses are formulated as follows:

Table 1. Research Hypotheses

Code	Hypothesis
H1	Servant leadership has a positive direct effect on PKBM Sustainability.
H2	Organizational climate has a positive direct effect on PKBM Sustainability.
H3	OCB has a positive direct effect on PKBM Sustainability.
H4	The effectiveness of education and training has a positive direct effect on PKBM Sustainability.
H5	Servant leadership has a positive direct effect on OCB.
H6	Organizational climate has a positive direct effect on OCB.
H7	Servant leadership has a positive direct effect on the effectiveness of education and training.
H8	Organizational climate has a positive direct effect on the effectiveness of education and training.
H9	Servant leadership has an indirect effect on PKBM Sustainability through OCB.
H10	Organizational climate has an indirect effect on PKBM Sustainability through OCB.
H11	Servant leadership has an indirect effect on PKBM Sustainability through the effectiveness of education and training.
H12	Organizational climate has an indirect effect on PKBM Sustainability through the effectiveness of education and training.

Source: Processed by the author

METHODOLOGY

Research Design

This study employed a combination of simple qualitative and quantitative methods. The exploratory qualitative stage was used as a preliminary study to identify relevant and dominant variables in strengthening PKBM Sustainability. Based on the results of the preliminary study, the variables selected in the research model were servant leadership and organizational climate as exogenous variables, and Organizational Citizenship Behavior (OCB) and the effectiveness of education and training as intervening variables. The quantitative stage was used to examine the direct and indirect relationships among variables in the research model.

Research Location and Subjects

The study was conducted at PKBM in eastern Bogor Regency. The research subjects included 39 PKBM located across 7 subdistricts. The research population consisted of 279 individuals, while the sample comprised 165 individuals. The unit of analysis in this study was tutors and PKBM heads. The selection of these subjects was based on the position of tutors and PKBM heads as key actors in the implementation, management, and development of non-formal education services at PKBM.

Research Variables

This study consisted of one dependent variable, two exogenous variables, and two intervening variables. The dependent variable was PKBM Sustainability. The exogenous variables consisted of servant leadership and organizational climate. The intervening variables consisted of OCB and the effectiveness of education and training. The relationships among variables were designed to examine the direct effects of servant leadership, organizational climate, OCB, and the effectiveness of education and training on PKBM Sustainability, as well as the indirect effects of servant leadership and organizational climate on PKBM Sustainability through OCB and the effectiveness of education and training.

Table 2. Research Variables and Indicators

Variable	Variable Position	Indicators
PKBM Sustainability	Dependent variable	Fulfillment of PKBM capacity; mobilization and management of operational funds; management of facilities and infrastructure; availability of qualified teaching staff; PKBM development; fulfillment of community needs
Servant leadership	Exogenous variable	Service stewardship; conceptualization; healing; development and empowerment; community building; humility; foresight
Organizational climate	Exogenous variable	Physical environment; non-physical environment; work standards and policies; work mechanisms; communication with colleagues
OCB	Intervening variable	Helping colleagues; courtesy; conscientiousness; tolerance of less-than-ideal conditions; participation in organizational advancement; loyalty; initiative; prosocial behavior; self-development; compliance
Effectiveness of education and training	Intervening variable	Satisfaction with activities; increased knowledge; improved skills; enhanced work enthusiasm; contribution to the organization

Source: Processed by the authors (2026).

Data Collection Techniques

Research data were collected using research instruments developed based on the indicators of each variable. The instruments for PKBM Sustainability, servant leadership, organizational climate, OCB, and the effectiveness of education and training were developed in accordance with the instrument blueprint used in this study. Before being used in the main data collection, the research instruments underwent validity and reliability testing to ensure that the instrument items met measurement feasibility requirements.

Data Analysis Techniques

Data analysis was conducted in several stages. First, descriptive analysis was used to describe the data characteristics of each research variable. Second, assumption testing was conducted to ensure data feasibility before model testing. These assumption tests included tests of normality, homogeneity, linearity, and the significance of regression equations.

Third, path analysis was used to examine the direct and indirect effects among variables. This analysis was used because the research model examined causal relationships among exogenous variables, intervening variables, and the dependent variable. Fourth, the Sobel test was used to examine the significance of mediating effects, namely the effects of servant leadership and organizational climate on PKBM Sustainability through OCB and the effectiveness of education and training.

Fifth, SITOREM analysis was used to determine priority indicators for improvement. In this study, SITOREM functions to identify indicators that need to be improved and indicators that need to be maintained based on the strength of relationships among variables, indicator values, and expert judgment. Thus, SITOREM analysis not only produces statistical information but also provides an operational basis for formulating optimal strategies to strengthen PKBM Sustainability.

Research Ethics and Limitations

This article reports data based on the study and does not add empirical data beyond the original research. All variables, indicators, research locations, population size, sample size, and analytical techniques follow the design and findings contained in the study. Therefore, the interpretation of the findings in this article is limited to the context of PKBM in eastern Bogor Regency and is not intended to make generalizations beyond the scope of the study.

RESULTS

General Description of the Data

The research findings are based on empirical data from five main variables, namely PKBM Sustainability as the dependent variable, servant leadership and organizational climate as exogenous variables, and Organizational Citizenship Behavior (OCB) and the effectiveness of education and training as intervening variables. Descriptive statistics in this study are presented for each variable through measures of central tendency and data dispersion, frequency distributions, and descriptive summaries of the research variables. This presentation serves as an initial basis for describing the empirical condition of each variable before testing the model of inter-variable relationships.

Table 3. Summary of Descriptive Statistics of Research Variables

No.	Variable	Variable Position	Descriptive Information
1	PKBM Sustainability	Dependent variable	Analyzed through descriptive statistics and frequency distribution of variable Y
2	Servant leadership	Exogenous variable	Analyzed through descriptive statistics and frequency distribution of variable X1

No.	Variable	Variable Position	Descriptive Information
3	Organizational climate	Exogenous variable	Analyzed through descriptive statistics and frequency distribution of variable X2
4	OCB	Intervening variable	Analyzed through descriptive statistics and frequency distribution of variable X3
5	Effectiveness of education and training	Intervening variable	Analyzed through descriptive statistics and frequency distribution of variable X4

Source: Processed by the authors (2026).

Assumption Testing

Before model testing was conducted, the research data were examined through a series of assumption tests. These tests included the normality test of estimated errors, homogeneity of variance test, linearity test, and significance test of regression equations. Based on the results reported in the study, the data met the requirements to proceed with model testing through path analysis. Thus, the testing of direct and indirect effects among variables could be conducted in accordance with the research model design.

Table 4. Summary of Assumption Testing

No.	Type of Test	Purpose of Test	General Decision
1	Normality test	To test the normality of estimated errors among variables	Met the analysis requirements
2	Homogeneity test	To test the equality of data variance among variables	Met the analysis requirements
3	Linearity test	To test linear relationships among variables	Met the analysis requirements
4	Regression significance test	To test the significance of regression equations	Significant for model testing

Source: Processed by the author

Results of Direct Effects among Variables

The results of path analysis show that all direct effects among variables are positive and highly significant. This indicates that servant leadership, organizational climate, OCB, and the effectiveness of education and training have meaningful direct relationships with PKBM Sustainability. In addition, servant leadership and organizational climate also have direct effects on OCB and the effectiveness of education and training.

Table 5. Results of Direct Effects among Variables

No.	Relationship between Variables	Coefficient	Significance	Decision
1	Servant leadership → PKBM Sustainability	0.978	sig. < 0.01	Positive and highly significant
2	Organizational climate → PKBM Sustainability	0.747	sig. < 0.01	Positive and highly significant
3	OCB → PKBM Sustainability	0.620	sig. < 0.01	Positive and highly significant

No.	Relationship between Variables	Coefficient	Significance	Decision
4	Effectiveness of education and training → PKBM Sustainability	0.974	sig. < 0.01	Positive and highly significant
5	Servant leadership → OCB	1.025	sig. < 0.01	Positive and highly significant
6	Organizational climate → OCB	0.661	sig. < 0.01	Positive and highly significant
7	Servant leadership → Effectiveness of education and training	0.926	sig. < 0.01	Positive and highly significant
8	Organizational climate → Effectiveness of education and training	0.210	sig. < 0.01	Positive and highly significant

Source: Adapted from the path analysis results (2026).

Results of Indirect Effects among Variables

In addition to direct effects, this study also examined indirect effects through intervening variables. The test results show that servant leadership and organizational climate have indirect effects on PKBM Sustainability through OCB and the effectiveness of education and training. All tested indirect effects showed positive and highly significant results.

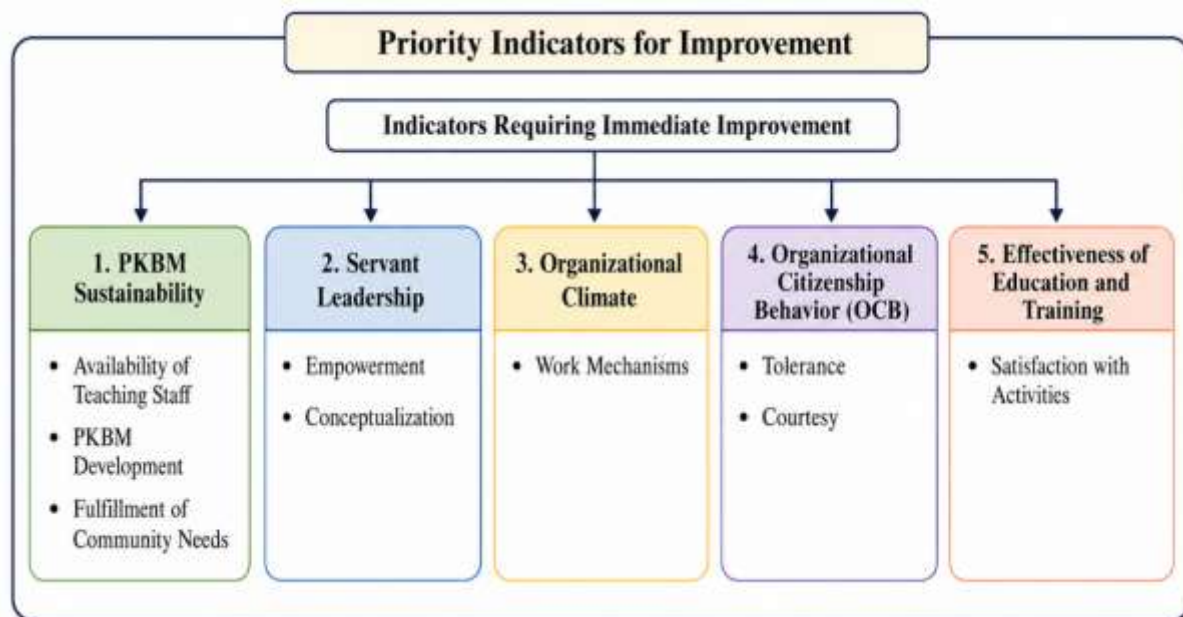
Table 6. Results of Indirect Effects among Variables

No.	Mediation Relationship	Coefficient	Significance	Decision
1	Servant leadership → OCB → PKBM Sustainability	0.102	sig. < 0.01	Positive and highly significant
2	Organizational climate → OCB → PKBM Sustainability	0.297	sig. < 0.01	Positive and highly significant
3	Servant leadership → Effectiveness of education and training → PKBM Sustainability	0.192	sig. < 0.01	Positive and highly significant
4	Organizational climate → Effectiveness of education and training → PKBM Sustainability	0.210	sig. < 0.01	Positive and highly significant

Source: Processed by the authors (2026).

Results of SITOREM Analysis

SITOREM analysis was used to determine the optimal solution for strengthening PKBM Sustainability by identifying indicators that need immediate improvement. Based on the SITOREM results, nine priority indicators are recommended for improvement, namely the availability of teaching staff, PKBM development, fulfillment of community needs, empowerment, conceptualization, work mechanisms, tolerance, courtesy, and satisfaction with activities.

Figure 1. Priority Indicators for Improvement Based on SITOREM Analysis

Source: Adapted from the SITOREM analysis results (2026).

The research findings show that the tested model has empirical support through the direct and indirect effects among variables. The SITOREM results further provide a basis for determining priority indicators for improvement, which can be used to formulate a more operational strategy for strengthening PKBM Sustainability.

Discussion

The findings of this study show that PKBM Sustainability is not determined solely by the existence of institutional administration, the availability of facilities, or resource support, but also by a more dynamic configuration of organizational factors, namely servant leadership, organizational climate, Organizational Citizenship Behavior (OCB), and the effectiveness of education and training. All major relationships in the model show positive and highly significant effects. These findings are consistent with the characteristics of PKBM as a community-based non-formal education institution whose sustainability depends on leadership, participation, social commitment, human resource capacity, and the institution's ability to respond to community needs. Recent studies on the sustainability of community learning centres in Indonesia also confirm that the sustainability of non-formal institutions is strongly influenced by social capital-based leadership, volunteers, partnerships, technology utilization, and the alignment of programs with local needs (Novrita et al., 2025).

The Effect of Servant Leadership on PKBM Sustainability

Servant leadership has a positive and highly significant effect on PKBM Sustainability, with a path coefficient of 0.978. This value indicates that servant leadership is one of the dominant factors in strengthening PKBM Sustainability. Substantively, this finding is logical because PKBM is an institution from, by, and for the community; therefore, PKBM heads should not merely function as administrators, but must also act as servants, mobilizers, empowerers, and institutional guides.

This finding is supported by the meta-analysis of Suyasa et al. (2026), which synthesized 22 quantitative studies in Asia and found a significant positive relationship between servant leadership and OCB. The study shows that servant leadership encourages extra-role behavior through empathy, individual development, collaboration, and service orientation. In the PKBM context, this mechanism is reflected in the ability of PKBM heads to organize services,

empower tutors, develop program conceptualization, and direct the institution to remain relevant to learners' needs.

Thus, the effect of servant leadership on PKBM Sustainability can be understood as a strategic influence. Servant leaders strengthen sustainability not only through formal instructions, but also through the development of a work culture that is caring, participatory, and oriented toward member development. This is important because PKBM often operates under resource constraints, so institutional sustainability requires leaders who are able to mobilize social commitment and internal capacity in a sustainable manner.

The Effect of Organizational Climate on PKBM Sustainability

Organizational climate has a positive and highly significant effect on PKBM Sustainability, with a path coefficient of 0.747. This finding confirms that PKBM Sustainability requires an organizational atmosphere that supports cooperation, communication, clarity of work standards, work mechanisms, and comfort in the work environment. In this study, organizational climate is understood as members' perceptions of the organizational environment and policies that influence their attitudes and behavior (Suyadi, 2026).

Recent studies in educational contexts show a similar tendency. Sun et al. (2024) examined the relationship between school organizational climate and teachers' OCB and showed that organizational climate is related to teachers' organizational citizenship behavior through the mechanisms of teaching efficacy and dispositional optimism. Sermantho et al. (2025) also found that organizational climate affects teachers' OCB, both directly and through job satisfaction. These studies strengthen the argument that a healthy organizational climate can create psychological and social conditions that support positive work behavior.

In the PKBM context, organizational climate becomes increasingly important because these institutions face challenges related to limited funding, facilities and infrastructure, tutor qualifications, and community participation. A conducive organizational climate can reduce institutional burdens through more open communication, more effective coordination, and clearer work mechanisms. Thus, organizational climate serves as a socio-organizational foundation for PKBM Sustainability.

The Effect of OCB on PKBM Sustainability

OCB has a positive and highly significant effect on PKBM Sustainability, with a path coefficient of 0.620. This finding indicates that the voluntary behavior of tutors and managers, such as helping colleagues, demonstrating courtesy, showing tolerance toward less-than-ideal conditions, being loyal, taking initiative, and actively participating in the organization, constitutes important social capital for PKBM Sustainability (Suyadi, 2026).

This finding is consistent with the bibliometric study by Yang et al. (2023), which shows that OCB remains an important construct in organizational studies because it is related to extra-role behavior, social support, and voluntary contributions to organizational effectiveness. In addition, Suyasa et al. (2026) confirm that OCB is a behavior that can be strengthened by servant leadership, particularly in Asian organizational contexts that tend to emphasize collectivism and social relationships.

In PKBM, OCB has strategic value because many activities in community-based institutions require contributions beyond formal duties. When tutors and managers demonstrate tolerance toward limitations, are willing to help, maintain courtesy, and take initiative in developing the institution, PKBM gains stronger social resilience. Therefore, OCB should not only be understood as individual behavior, but also as a source of collective energy that supports the sustainability of non-formal education.

The Effect of the Effectiveness of Education and Training on PKBM Sustainability

The effectiveness of education and training has a positive and highly significant effect on PKBM Sustainability, with a path coefficient of 0.974. This value indicates that education and training effectiveness is a strong determinant in the model for strengthening PKBM

Sustainability. In this study, the effectiveness of education and training includes satisfaction with activities, increased knowledge, improved skills, enhanced work enthusiasm, and contribution to the organization.

This finding is supported by Hussain et al. (2023), who show that training and development are related to the improvement of organizational learning capability and organizational performance. Hosen et al. (2024) also found that training and development are associated with work performance through organizational commitment. Thus, education and training not only result in improved individual competence, but also strengthen organizational capacity to adapt and work more effectively.

In the PKBM context, the importance of education and training effectiveness becomes even stronger because the study shows continuing problems related to tutor qualifications and certification. Therefore, effective education and training should be directed toward the real needs of PKBM, the improvement of tutor competence, the ability to develop programs, the management of non-formal learning, the use of local resources, and the relevance of services to community needs. If education and training are merely administrative, their impact on PKBM Sustainability will be limited; conversely, if they are needs-based, their impact can strengthen service quality and institutional capacity.

The Mediating Role of OCB

The findings show that servant leadership has an indirect effect on PKBM Sustainability through OCB, with a coefficient of 0.102, while organizational climate has an indirect effect on PKBM Sustainability through OCB, with a coefficient of 0.297. This finding indicates that OCB functions as a behavioral mechanism that translates leadership and organizational climate into institutional sustainability.

Conceptually, this result is supported by recent studies that position OCB as an important behavioral variable in educational organizations. Sun et al. (2024) show that school organizational climate is related to teachers' OCB, while Sermantho et al. (2025) found that leadership and organizational climate can influence teachers' OCB both directly and indirectly. In relation to servant leadership, Suyasa et al. (2026) also show that servant leadership has a positive relationship with OCB across various Asian organizational contexts.

Thus, OCB can be understood as a behavioral bridge. Servant leadership and organizational climate do not automatically strengthen PKBM Sustainability unless they are translated into concrete actions by organizational members. OCB transforms leaders' concern and a conducive organizational atmosphere into concrete work behavior, such as helping, taking initiative, maintaining harmony, and participating in PKBM development.

The Mediating Role of the Effectiveness of Education and Training

The effectiveness of education and training is also proven to be a mediating pathway in the research model. Servant leadership has an indirect effect on PKBM Sustainability through the effectiveness of education and training, with a coefficient of 0.192, while organizational climate has an indirect effect on PKBM Sustainability through the effectiveness of education and training, with a coefficient of 0.210.

This finding is consistent with studies on training and development that emphasize the importance of organizational learning. Hussain et al. (2023) show that training and development have a positive relationship with organizational performance and are strengthened by organizational learning capability. Hosen et al. (2024) also show that training and development contribute to performance through organizational commitment. In the PKBM context, this finding means that leadership and organizational climate will have a greater impact on sustainability when supported by an effective process of human resource capacity building.

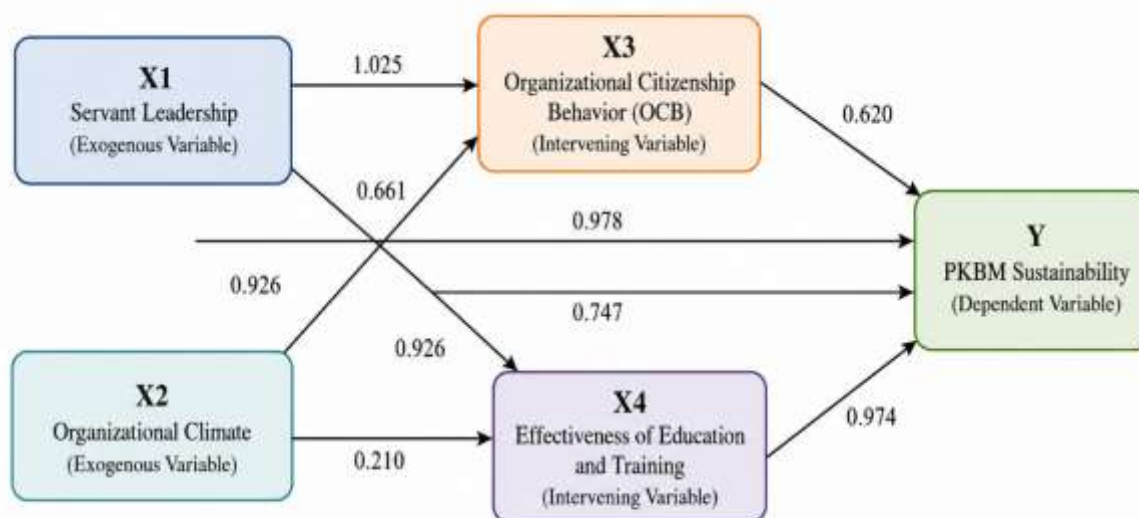
Thus, education and training are not merely activities for improving competence, but strategic pathways for institutional transformation. Servant PKBM heads can encourage tutors

to participate in education and training meaningfully; a conducive organizational climate can make training outcomes easier to apply in work practices; and tutors who gain increased knowledge and skills can make more tangible contributions to the sustainability of PKBM services.

Integration of the Model for Strengthening PKBM Sustainability

Integratively, the research model shows that PKBM Sustainability can be strengthened through two major pathways. First, the organizational behavior pathway, namely servant leadership and organizational climate that strengthen OCB. Second, the human resource development pathway, namely servant leadership and organizational climate that strengthen the effectiveness of education and training. These two pathways converge in strengthening PKBM Sustainability as the main endogenous variable.

Figure 2. Structural Model for Strengthening PKBM Sustainability



Notes.

All path coefficients are standardized and significant at $p < 0.01$.

X1 = Servant Leadership; X2 = Organizational Climate; X3 = Organizational Citizenship Behavior (OCB);

X4 = Effectiveness of Education and Training; Y = PKBM Sustainability.

Source: Adapted from the analysis results (2026).

This model has strong relevance to recent research on community-based non-formal education. Novrita et al. (2025) show that the sustainability of community learning centres is influenced by social capital-based leadership, volunteers, partnerships, technology, and the alignment of programs with local values and community needs. Aini (2025) also emphasizes that the sustainability of non-formal education is not determined solely by program availability, but also by collective commitment, institutional support, the role of teachers, parental participation, and learners' motivation. These findings reinforce the position of the research model that PKBM Sustainability should be understood as the result of interactions among leadership, organizational climate, members' behavior, human resource capacity, and orientation toward community needs.

Table 8. Summary of the Integration of Research Findings and Recent Studies

Research Finding	Coefficient	Meaning in PKBM	Support from Recent Studies
Servant leadership → PKBM Sustainability	0.978	Leaders as servants, empowerers, and guides for sustainability	Servant leadership is positively correlated with OCB and organizational

Research Finding	Coefficient	Meaning in PKBM	Support from Recent Studies
			performance (Suyasa et al., 2026)
Organizational climate → PKBM Sustainability	0.747	Work environment, communication, standards, and work mechanisms support sustainability	Organizational climate is related to teachers' OCB (Sun et al., 2024; Sermantho et al., 2025)
OCB → PKBM Sustainability	0.620	Voluntary behavior becomes institutional social capital	OCB is associated with extra-role contributions and organizational effectiveness (Yang et al., 2023)
Effectiveness of education and training → PKBM Sustainability	0.974	Education and training improve tutor capacity and organizational contribution	Training and development strengthen learning capability and organizational performance (Hussain et al., 2023; Hosen et al., 2024)
SITOREM results	-	Determining priority indicators for improvement	CLC studies show that sustainability requires leadership, volunteers, partnerships, and relevance to local needs (Novrita et al., 2025)

Source: Processed by the author

Discussion of SITOREM Results

SITOREM analysis in this study functions not only to identify relationships among variables, but also to determine priority indicators for managerial intervention. The SITOREM results recommend nine indicators that need immediate improvement, namely the availability of teaching staff, PKBM development, fulfillment of community needs, empowerment, conceptualization, work mechanisms, tolerance, courtesy, and satisfaction with activities.

When linked to recent research, these indicators are highly relevant to the sustainability factors of non-formal education. Novrita et al. (2025) show that the sustainability of community learning centres in Indonesia is related to leaders' ability to mobilize volunteers, build partnerships, use technology, and align programs with local needs. Aini (2025) also emphasizes that the sustainability of non-formal education requires institutional support, the role of teachers, family participation, and collective commitment. Thus, the SITOREM priorities in this study do not stand alone, but are aligned with recent evidence on the sustainability of community-based non-formal education institutions.

Table 9. Priority Improvements Based on SITOREM and Directions for Intervention

No.	Variable	Priority Indicator	Direction of Managerial Intervention
1	PKBM Sustainability	Availability of teaching staff	Fulfillment of tutors according to program needs and qualifications

2	PKBM Sustainability	PKBM development	Service innovation, partnership strengthening, and program expansion
3	PKBM Sustainability	Fulfillment of community needs	Mapping learners' needs and adapting programs
4	Servant leadership	Empowerment	Involving tutors and managers in decision-making
5	Servant leadership	Conceptualization	Strengthening vision, program design, and the direction of PKBM development
6	Organizational climate	Work mechanisms	Clarity of tasks, coordination, autonomy, and supervision
7	OCB	Tolerance	Strengthening adaptive behavior toward institutional limitations
8	OCB	Courtesy	Strengthening communication ethics and preventing internal conflict
9	Effectiveness of education and training	Satisfaction with activities	Improving the relevance, quality, and impact of education and training activities

Source: Processed by the author

Theoretical and Practical Contributions

Theoretically, this study extends the literature on the sustainability of non-formal education organizations by integrating servant leadership, organizational climate, OCB, the effectiveness of education and training, and SITOREM. This model shows that PKBM Sustainability is not the result of a single factor, but rather of a system of interrelated variables that mutually reinforce one another. Amid increasing attention to the sustainability of non-formal education and community learning centres, this model contributes by positioning organizational behavior and human resource development as key mechanisms of institutional sustainability.

Practically, this study provides priority improvements that can be used by PKBM heads, tutors, the Education Office, and policymakers. PKBM heads need to strengthen servant leadership, particularly empowerment and conceptualization. Tutors and managers need to strengthen OCB, particularly tolerance and courtesy. The Education Office needs to support the availability of teaching staff, PKBM development, fulfillment of community needs, and the effectiveness of education and training. Thus, the SITOREM-based integrative model can serve as a basis for more targeted interventions in strengthening PKBM Sustainability as a community-based non-formal education institution.

The following visual design can be used directly in the journal article based on the original research data. It has been prepared in a format ready for inclusion in the manuscript, including figure/table titles, visual objectives, data content, placement notes, and source information.

CONCLUSIONS

This study generated a model and strategy for improving PKBM Sustainability by examining the variables of servant leadership, organizational climate, Organizational Citizenship Behavior (OCB), and the effectiveness of education and training. The resulting model positions servant leadership and organizational climate as exogenous variables, OCB and the effectiveness of education and training as intervening variables, and PKBM

Sustainability as the main endogenous variable in PKBM in eastern Bogor Regency (Suyadi, 2026).

The findings show that servant leadership, organizational climate, OCB, and the effectiveness of education and training have positive and highly significant effects on PKBM Sustainability. This finding confirms that PKBM Sustainability depends not only on institutional and resource-related aspects, but also on leadership quality, organizational atmosphere, members' voluntary behavior, and the effectiveness of human resource development.

OCB and the effectiveness of education and training were proven to function as intervening pathways in strengthening PKBM Sustainability. Servant leadership and organizational climate not only have direct effects on PKBM Sustainability, but also have indirect effects through the strengthening of organizational citizenship behavior and the improvement of education and training effectiveness. Thus, strengthening PKBM Sustainability needs to be carried out through an integrated organizational behavior pathway and human resource development pathway.

The SITOREM analysis established priority indicators for improvement, namely the availability of teaching staff, PKBM development, fulfillment of community needs, empowerment, conceptualization, work mechanisms, tolerance, courtesy, and satisfaction with activities. These indicators serve as an operational basis for formulating more targeted strategies to strengthen PKBM Sustainability in accordance with the research context.

PKBM Sustainability in eastern Bogor Regency can be strengthened through an integrative model that combines servant leadership, organizational climate, OCB, the effectiveness of education and training, and SITOREM-based indicator optimization. This model provides an academic and practical basis for managing PKBM as a community-based non-formal education institution, without extending generalizations beyond the regional context of the study.

Implications

Theoretical Implications

This study enriches the literature on non-formal education management, particularly regarding PKBM Sustainability as a community-based educational institution. The findings show that PKBM Sustainability cannot be understood solely from administrative aspects, funding, or the availability of facilities, but also needs to be viewed through the relationships among leadership, organizational climate, member behavior, and human resource development.

The integrative model linking servant leadership, organizational climate, Organizational Citizenship Behavior (OCB), the effectiveness of education and training, and SITOREM contributes to the development of a sustainability model for community-based educational organizations. This model positions servant leadership and organizational climate as exogenous factors, OCB and the effectiveness of education and training as intervening pathways, and PKBM Sustainability as the main outcome strengthened through the optimization of priority indicators.

The distinctiveness of this study lies in its object of analysis, namely PKBM rather than formal schools. PKBM has the characteristics of an institution from, by, and for the community; therefore, its sustainability model requires an approach that differs from that of formal educational institutions. Thus, this study offers a theoretical perspective that the sustainability of non-formal education should be analyzed through the integration of organizational behavior, human resource development, and SITOREM-based priority improvements.

Practical Implications

For PKBM heads, the findings imply the importance of strengthening servant leadership in institutional management. PKBM heads need to reinforce their roles as servants,

empowerers, and organizational guides, particularly through enhancing empowerment, conceptualization, organizational management, and the ability to mobilize tutors and managers to support PKBM Sustainability.

For tutors, the findings emphasize the importance of strengthening OCB in performing duties and developing the institution. Tutors need to strengthen tolerance toward less-than-ideal conditions, courtesy in organizational interactions, initiative in supporting programs, and active participation in PKBM advancement. These behaviors are important because PKBM Sustainability depends heavily on the contributions of organizational members that extend beyond formal duties.

For the Education Office, the findings provide a basis for strengthening PKBM development and supervision, particularly through improving the qualifications of teaching staff, developing PKBM, and increasing the effectiveness of education and training. Such support should be directed toward indicators that are identified as priority improvements based on the SITOREM results, so that institutional interventions can be more targeted.

For the ministry and relevant stakeholders, the findings imply the need to give attention to the priority indicators generated by SITOREM, namely the availability of teaching staff, PKBM development, fulfillment of community needs, empowerment, conceptualization, work mechanisms, tolerance, courtesy, and satisfaction with activities. These indicators can be used as a basis for policy formulation, development programs, and strategies for strengthening PKBM Sustainability within the scope of the findings on PKBM in eastern Bogor Regency.

Research Limitations

This study has several limitations that should be considered when interpreting and using the findings. First, the study was conducted at PKBM in eastern Bogor Regency; therefore, generalizing the findings to PKBM in other regions should be done cautiously. Social, institutional, resource-related, community support, and local policy contexts may differ across regions.

Second, the research variables were limited to servant leadership, organizational climate, Organizational Citizenship Behavior (OCB), the effectiveness of education and training, and PKBM Sustainability. Thus, the resulting model explains the strengthening of PKBM Sustainability based on these variables, in accordance with the preliminary study results and the research design used in this study.

Third, this study used data based on instruments and analytical techniques designed in the research, namely descriptive analysis, assumption testing, path analysis, the Sobel test, and SITOREM. Therefore, the interpretation of the findings should be situated within this methodological framework and should not be extended beyond the scope of the research model.

Fourth, other factors may potentially influence PKBM Sustainability, such as funding, partnerships, local regulations, technology, community participation, and institutional entrepreneurship. These factors may be examined in future studies, provided that they remain aligned with the direction of research development on PKBM Sustainability as a community-based non-formal education institution.

Recommendations

1. For PKBM Heads

PKBM heads are advised to use the structural model produced in this study as a basis for strengthening PKBM Sustainability, particularly because servant leadership was proven to have a positive and highly significant effect on PKBM Sustainability. Strengthening efforts may focus on enhancing empowerment and conceptualization by involving tutors and managers in program planning, clarifying the direction of institutional development, and designing service strategies that correspond to community needs.

PKBM heads also need to improve work mechanisms through clearer task distribution, regular internal coordination, proportional supervision systems, and periodic program

evaluation. These efforts are important so that PKBM management does not depend solely on individual initiative, but operates through more systematic organizational governance.

2. For Tutors

Tutors are advised to strengthen Organizational Citizenship Behavior (OCB), particularly the indicators of tolerance and courtesy, which were identified as priority improvements based on the SITOREM results. Tolerance is needed so that tutors can adapt to limited facilities, learners' conditions, and the work dynamics of PKBM, while courtesy is important for maintaining the quality of interactions with colleagues, managers, learners, and the community.

In addition, tutors need to enhance their initiative and participation in PKBM development. Tutors' contributions are not limited to the implementation of learning activities, but may also be directed toward program development, service promotion, learner mentoring, and support for institutional activities.

3. For the Education Office

The Education Office is advised to prioritize development programs based on SITOREM indicators, particularly the availability of teaching staff, PKBM development, and fulfillment of community needs. Support for the availability of teaching staff may be provided through mapping tutor needs, improving qualifications, and facilitating training relevant to equivalency education and community empowerment programs.

The Education Office also needs to strengthen PKBM development through institutional management guidance, capacity building for managers, strengthening of evaluation systems, and program assistance aligned with local needs. Because the effectiveness of education and training was proven to have a positive and highly significant effect on PKBM Sustainability, education and training programs should be designed not merely as administrative activities, but as programs that genuinely improve tutors' knowledge, skills, work enthusiasm, and contribution to the organization.

4. For the Ministry of Education and Culture or Relevant Policymakers

The ministry and relevant policymakers are advised to use the structural model and SITOREM results as one basis for formulating policies to strengthen PKBM. Policies for strengthening PKBM Sustainability need to be directed toward improving the quality of teaching staff, institutional development, fulfillment of community needs, and enhancement of the effectiveness of education and training.

Policymakers also need to pay attention to organizational and work behavior aspects, not only program assistance or administrative support. The findings show that servant leadership, organizational climate, OCB, and the effectiveness of education and training are important factors in strengthening PKBM Sustainability. Therefore, PKBM development policies should integrate management strengthening, human resource development, organizational culture, and evaluation based on priority indicators.

5. For Future Researchers

Future researchers are advised to develop studies on PKBM Sustainability while continuing to consider the characteristics of PKBM as a community-based non-formal education institution. Future studies may test a similar model in different regions to examine the consistency of the findings, while remaining cautious in making generalizations.

In addition, future research may consider other factors that potentially influence PKBM Sustainability, such as funding, partnerships, local regulations, technology, community participation, or institutional entrepreneurship. However, the development of these variables should remain grounded in the direction of the present findings, namely the strengthening of PKBM Sustainability through an integrative model that links leadership, organizational climate, organizational citizenship behavior, the effectiveness of human resource development, and SITOREM-based indicator optimization.

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