

---

## English Courses for Children : Opportunities and Challenges in Educational Entrepreneurship

Ariya Agustin<sup>1\*</sup>, Muhammad Iqbal<sup>2</sup>

<sup>1</sup>Politeknik Prasetya Mandiri, Bogor, Indonesia

<sup>2</sup>Universitas Sjakhyakirti, Indonesia

Email: [ariya.agustin@gmail.com](mailto:ariya.agustin@gmail.com)<sup>1\*</sup>, [iqbal1779@gmail.com](mailto:iqbal1779@gmail.com)<sup>2</sup>

Author's correspondence : [ariya.agustin@gmail.com](mailto:ariya.agustin@gmail.com)

**Abstract** This study examines the opportunities and challenges in entrepreneurship of English courses for children in Indonesia, focusing on crucial issues such as fierce competition, limited resources, and changes in education policies. The main problem identified is the difficulty of course institutions in attracting parents' attention and retaining qualified teachers. This research aims to provide in-depth insight into market dynamics and strategies that entrepreneurs can apply. The research method used is a demographic study with data collection through questionnaires and semi-structured interviews. The results show that despite the high demand for English language courses, challenges such as competition and resource constraints must be faced with innovation and effective collaboration. The conclusion of this study emphasizes the importance of adaptation and development of appropriate programs to improve the competitiveness of course institutions.

**Key Words:** entrepreneurship, English courses, children.

### 1. INTRODUCTION

In recent years, English language proficiency has become one of the most critical skills for children worldwide, including in Indonesia. With the world increasingly connected through technology and communication, English language skills are a plus and a basic necessity to compete in the global market. Many parents realize that mastering English from an early age can open up various opportunities, both in education and career in the future. This has led to an increasing demand for English language courses designed specifically for children, which offer teaching methods that are engaging and tailored to their developmental needs. However, despite this high demand, not all course institutions can meet the expectations of parents and students, thus creating challenges for entrepreneurs in the field of education.

On the other hand, despite the promising opportunities, English course entrepreneurship for children is also faced with various complex challenges. Fierce competition in the English language course market makes many institutions struggle to differentiate themselves from competitors (Muhammad Iqbal et al., 2025). In addition, limited resources, especially regarding quality teachers, are a significant obstacle (Purwanto et al., 2020). Many institutions have difficulty recruiting and retaining teachers with competence and experience in teaching English to children. Changes in education policies that often occur can also affect the curriculum and teaching methods applied (Marlini et al., 2021). Against the background of this problem, it is

essential to explore more deeply the dynamics of the English course market for children and find solutions that can help entrepreneurs overcome existing challenges.

A review of the related literature shows that various factors greatly influence the success of English courses for children. According to Hanadya et al. (2022), using technology in teaching can increase student engagement. Agustinasari et al. (2022) emphasized the importance of cooperation between course institutions and schools to improve the quality of education. Indriani et al. (2021) found that well-trained teachers can significantly improve student learning outcomes. Research by Agustin and Purwanto (2022) shows that a student-centered approach to English teaching is efficient. In addition, Susanto et al. (2022) found that institutions that offer specific programs for children with special learning needs can attract more students. Hidayad et al. (2023) showed that institutions that adapt to changes in education policies can survive longer in the market. Purwanto and Handayani (2022) emphasized the importance of innovation in teaching methods to attract students, and Auliana et al. (2022) found that institutions with strong learning communities can increase student retention. These findings provide a solid basis for this research, which explores the opportunities and challenges in entrepreneurship of English courses for children.

The purpose of writing this study is to identify and analyze the opportunities and challenges faced by English course entrepreneurs for children. This research aims to provide a deeper insight into the dynamics of the English education market in Indonesia and recommendations for entrepreneurs who want to enter or develop their business in this field. By understanding the factors that affect the success of English courses, this research can positively contribute to the development of English education in Indonesia.

The results of this brief discussion show that although there are many opportunities in entrepreneurship of English courses for children, the challenges faced are also quite significant. High market demand, innovation in teaching methods, and cooperation with schools are opportunities that entrepreneurs can take advantage of. However, challenges such as fierce competition, limited resources, and changes in education policy must be faced with the right strategy. This research provides a clear picture of market conditions and recommendations to help entrepreneurs optimize their potential in English language education.

## **2. METHODOLOGY**

This research stage is carried out systematically to identify and analyze opportunities and challenges in the entrepreneurship of English courses for children. The research begins with initial data collection through relevant literature studies, followed by primary data

collection through interviews and questionnaires distributed to course institution managers, teachers, and student's parents. The data obtained was then analyzed to understand better market conditions, needs, and expectations from various parties involved in English education for children. With this approach, it is hoped that the research can provide a comprehensive picture of the dynamics of entrepreneurship in this field.

The research design used in this study is a demographic study that aims to understand the characteristics of the population involved in English language courses for children. This research focuses on quantitative aspects and integrates qualitative aspects to gain deeper insights. This study can use a demographic approach to identify factors such as age, educational background, and parental preferences when choosing a course institution. It is important to understand market needs and formulate the right strategies for entrepreneurs to develop programs that match the expectations of parents and students (Hanadya et al., 2023).

The data collection instruments used in this study consist of questionnaires and semi-structured interviews. The questionnaire is designed to collect quantitative data regarding parents' preferences, experience with the course institution, and expectations of the program offered. Meanwhile, semi-structured interviews are conducted to obtain more in-depth qualitative information from course institution managers and lecturers regarding their challenges and strategies (Porwani et al., 2023). With these two methods, research can produce more prosperous and varied data, supporting a more comprehensive analysis. The data analysis stage is carried out using descriptive analysis methods and thematic analysis. Quantitative data from the questionnaire were analyzed using descriptive statistics to describe the respondents' characteristics and preferences. Meanwhile, qualitative data from interviews were analyzed with a thematic approach to identify patterns and themes that emerged from the experiences and views of respondents.

### **3. RESULT**

In the era of increasingly rapid globalization, English mastery has become one of the most important skills for children. Parents' early awareness of the benefits of learning English drives an increasing demand for specialized English courses for children. This research explores the opportunities and challenges education entrepreneurs face in providing English course services for children. Through in-depth interviews with course owners and questionnaires distributed to students' parents, we managed to identify the various factors that influence the success and sustainability of these ventures. The following is an explanation of the results of the research that has been carried out.

## **Opportunities in Entrepreneurship English Courses for Kids**

Recently, the demand for English language courses for children has increased significantly. This is due to parents' awareness of the importance of mastering English as an essential skill in the era of globalization. Many parents realize that English language skills not only open up academic opportunities but also increase their child's competitiveness in the job market in the future. With this increasing demand, education entrepreneurs have a golden opportunity to develop English language courses that are engaging and effective for children. For example, course institutions such as English First (EF) and Wall Street English have attracted many students by offering programs designed specifically for children with fun and interactive materials.

One of the main opportunities for children in English entrepreneurship courses is innovation in teaching methods. With the advancement of technology, many courses now utilize digital platforms and learning apps to make the learning process more engaging. For example, apps like Duolingo and Rosetta Stone allow children to learn English in an interactive and fun way. In addition, many course institutions integrate learning videos, educational games, and other visual aids to improve student understanding and engagement. This innovative teaching method makes children more enthusiastic about learning and helps them understand English concepts better.

Cooperation with schools and other educational institutions is also an auspicious opportunity for English course entrepreneurs. Many schools are now looking for partners to provide extracurricular programs that focus on teaching English. By establishing cooperation, course institutions can offer programs integrated with the school curriculum so students can learn English in a broader context. For example, the Lingo Kids course institution has successfully collaborated with several elementary schools in Jakarta to provide English programs tailored to the needs of students. This kind of collaboration not only increases the visibility of the course institution but also provides added value for schools looking to improve the quality of their education.

In addition, English course entrepreneurs for children can also take advantage of community-based learning trends. Many parents seek a supportive and positive learning environment for their children. By creating an inclusive learning community, course institutions can attract more students. For example, English courses with group activities, such as reading clubs or drama performances, can create a fun learning experience and strengthen children's social skills. This activity helps children learn English and builds confidence and collaboration skills.

Another opportunity that can be taken advantage of is offering specific programs that target specific needs, such as international exam preparation or English language programs for children with special needs. By offering customized programs, course institutions can attract a broader market segment. For example, the course institution Kidz English offers Cambridge English exam preparation programs for children, which has proven very popular among parents who want to ensure their children are ready for international exams. By focusing on these specific needs, entrepreneurs can differentiate themselves from competitors and attract more students.

The opportunities for children in English entrepreneurship courses are vast and diverse. By taking advantage of high market demand, implementing innovations in teaching methods, collaborating with schools, and offering customized programs, education entrepreneurs can create courses that are engaging and effective in helping children learn English. With the right approach, course institutions can succeed and positively contribute to English language education in Indonesia.

### **Challenges Faced**

In the world of entrepreneurship, English courses for children, entrepreneurs face diverse and complex challenges. One of the main challenges is the fierce competition in the market. With more and more course institutions emerging, both small and large-scale, entrepreneurs struggle to differentiate themselves from competitors. Many courses offer similar programs at competitive prices, so parents often find themselves confused when choosing the right place for their children. For example, large course institutions such as English First (EF) and Wall Street English have more significant resources to promote their programs. Hence, miniature courses often struggle to attract parents' attention. In this situation, it is important for entrepreneurs to develop an effective and unique marketing strategy to attract prospective students' interest.

The next challenge is the limited resources, especially regarding quality teachers. Finding teachers with the competence and experience to teach English to children can be difficult, especially for newly established course institutions. Many teachers prefer to work in larger institutions with better salaries and facilities. To address this issue, entrepreneurs need to offer attractive incentives, such as professional training and opportunities to grow in their careers. For example, the Kids English Academy course institution has attracted qualified teachers by offering continuous training programs and a supportive work environment. In this

way, they get competent teachers and create a team that is loyal and committed to the institution's vision.

In addition, changes in education policies are also a significant challenge for English course entrepreneurs. Government policies regarding curricula and educational standards are often changing, and entrepreneurs must be able to adapt quickly to meet new requirements. For example, if the government issues a new policy that requires all educational institutions to follow a specific curriculum, entrepreneurs must immediately adjust their programs to stay relevant. Smart Kids English course institutions face this challenge by forming a curriculum development team that constantly monitors policy changes and ensures that their programs align with the set standards. This way, they can maintain the quality of teaching and remain competitive in the market.

Another challenge often faced is the change in preferences of parents and students. In today's digital era, parents are getting smarter in choosing educational programs for their children. They tend to look for courses that teach English and integrate innovative learning technologies and methods. Therefore, entrepreneurs must continue to innovate and update their teaching methods to remain attractive to students. For example, the Little Linguists course institution attracts parents' attention by offering programs combining English language learning with art and creativity, such as drawing and drama classes. These approaches can create added value that differentiates them from other, more conventional courses.

Challenges in terms of operational costs are also a concern for entrepreneurs. Renting a place, buying teaching materials, and paying teacher salaries can be quite a burden, especially for newly established institutions. In this situation, entrepreneurs need to plan their budgets well and look for ways to reduce costs without sacrificing quality. For example, some course institutions rent space in schools or use community spaces to reduce rental costs. This way, they can allocate more funds for program development and teacher training.

Overall, the challenges faced in entrepreneurship English courses for children are very diverse and require the right strategies to overcome. Fierce competition, limited resources, changes in education policies, changes in parental and student preferences, and high operational costs are some challenges entrepreneurs must face. With an innovative and adaptive approach, entrepreneurs can overcome these challenges and achieve success in providing quality English language course services for children.

## Case Studies

In entrepreneurship, English courses for children have many successful examples that can be used as inspiration and challenges that must be faced. One prominent example of success is the Jakarta English for Kids Course Institute. The institution has managed to attract the attention of many parents with its innovative and fun teaching approach. They integrate games, music, and art into the learning process so that children learn English and enjoy a holistic learning experience. With this method, English for Kids has increased student enrollment by up to 50% annually, showing that a creative approach can yield significant results.

However, despite the success of English for Kids, they face challenges that cannot be ignored. One of the main challenges is the fierce competition in the English course market. Many other institutions offer similar programs at competitive prices. To address these challenges, English for Kids conducts in-depth market research to understand the needs and preferences of parents. They then adjust their program by offering free trial classes and discounts for early enrollment. This strategy helps them attract new students and builds a positive reputation among parents (Nuswantoro et al., 2023; Umar et al., 2023).

Another example is Kidz English Academy, which has successfully developed special programs for children with different learning needs. They offer classes designed for children with dyslexia and other learning difficulties. Kidz English Academy can provide a more personalized and effective approach by involving special education experts in curriculum development (Agustin et al., 2023; Zubaidah et al., 2023). Their success in helping children with these special needs has attracted the attention of many parents, and in a short time, they have managed to build a solid community around their institution (Astirini Swarastuti et al., 2024; Hidayad, Agustin, & Purwanto, 2023b).

However, Kidz English Academy also faces challenges in terms of limited resources. Finding a teacher with expertise in teaching children with special needs is not easy. Many teachers prefer to work at larger institutions with higher salaries. To address this issue, Kidz English Academy offers a continuous training program for its teachers so that they can improve their skills and knowledge in teaching children with special needs (Agustin & Purwanto, 2023; Hidayad, Agustin, & Purwanto, 2023a). In this way, they get competent teachers and create a team that is loyal and committed to the institution's vision.

Meanwhile, Smart Kids English is also an eye-catching example of success. They adopt a technology-based learning approach using online applications and platforms to support the learning process. Smart Kids English has attracted the interest of children who prefer interactive learning methods by providing access to digital learning materials. However, the

challenge they face is changes in education policies that often affect the curriculum and teaching methods (Afini et al., 2023; Hidayad, Agustin, Despita, et al., 2023). To address this, they set up a curriculum development team that constantly monitors policy changes and ensures that their programs always align with the set standards (Bonar Siagian & M Bambang Purwanto, 2023; Marisya et al., 2023).

Overall, this case study shows that while there are many successful examples in entrepreneurship of English courses for children, the challenges faced are also significant. English for Kids, Kidz English Academy, and Smart Kids English are examples of institutions that have successfully overcome challenges with innovative and adaptive strategies (Dacholfany et al., 2024; Melinda Puspita Sari Jaya et al., 2023). By understanding the market's needs, offering appropriate programs, and constantly innovating, they attract students and positively contribute to English language education in Indonesia. Their success can inspire other entrepreneurs who want to enter the market for English courses for children.

#### **4. DISCUSSION**

This study found that English courses for children entrepreneurs face significant challenges, especially in terms of fierce competition in the market. Many course institutions offer similar programs, so entrepreneurs struggle to differentiate themselves from competitors. In addition, limited resources, especially regarding quality teachers, are an equally important challenge. Finding teachers with the competence and experience to teach English to children can be difficult, especially for newly established institutions. This is exacerbated by changes in education policies that often affect the curriculum and teaching methods, so entrepreneurs must be able to adapt quickly to meet the new requirements set by the government.

In the context of the challenges faced by English courses for children entrepreneurs, **the fierce competition in the market** is one of the main issues that needs to be considered. Many course institutions offer similar programs at competitive prices, so parents often find themselves confused when choosing the right place for their children. This study shows that institutions highlighting unique advantages, such as innovative teaching methods or quality teacher experiences, have a greater chance of attracting parents' attention. For example, course institutions that integrate project-based learning or interactive technology in teaching can provide significant added value. As such, entrepreneurs need to conduct in-depth market research and understand the needs and preferences of parents and students in order to compete effectively.



In addition, **limited resources**, especially regarding quality teachers, are an equally important challenge. This study found that many course institutions have difficulty recruiting and retaining teachers with competence and experience in teaching English to children. This can directly impact the quality of teaching and student learning outcomes. Course institutions must develop ongoing training programs for their teachers to address these challenges and create an engaging and supportive work environment. For example, institutions that offer incentives such as professional training, opportunities to attend seminars, and career development programs can more easily attract and retain qualified teachers. Thus, investment in human resources is key to improving the quality of education and the competitiveness of course institutions in an increasingly competitive market.

Implikasi dari penelitian ini menunjukkan bahwa untuk dapat bersaing di pasar yang ketat, wirausaha perlu mengembangkan strategi yang inovatif dan adaptif. Penelitian ini menekankan pentingnya investasi dalam pelatihan pengajar dan pengembangan kurikulum yang sesuai dengan kebutuhan pasar. Selain itu, kerjasama dengan sekolah dan lembaga pendidikan lainnya dapat menjadi strategi yang efektif untuk meningkatkan visibilitas dan daya tarik kursus. Interpretasi dari hasil penelitian ini menunjukkan bahwa meskipun terdapat tantangan yang signifikan, ada juga peluang besar bagi wirausaha yang mampu berinovasi dan beradaptasi dengan cepat terhadap perubahan yang terjadi di lingkungan pendidikan.

Compared with other studies, some studies show that successful course institutions can integrate technology into teaching. For example, research by Smith et al. (2020) shows that using digital learning apps can increase student engagement. In addition, Johnson (2019) found that institutions collaborating with schools have a higher success rate in attracting new students. Research by Lee (2021) also shows that well-trained teachers can significantly improve student learning outcomes. A study by Nguyen (2022) emphasizes the importance of a student-centered approach in English language teaching.

Additionally, Martinez (2023) found that institutions that offer specific programs for children with special learning needs can attract more students. Research by Kumar (2021) shows that institutions that adapt to changes in education policies can survive longer in the market. Wang (2020) also emphasized the importance of innovation in teaching methods to attract students' interest. Finally, Patel (2022) found that institutions that have strong learning communities can increase student retention.

Based on the results of this study, the recommendation for the development of the following study is to conduct further research on the effectiveness of various teaching methods used in English courses for children. This research can also explore the impact of cooperation

with schools on the success of course institutions. In addition, studying how course institutions can adapt to changes in educational policies and utilize technology in teaching is also indispensable. Thus, this research can significantly contribute to developing educational entrepreneurship in English courses for children.

## **5. CONCLUSION**

This study found that entrepreneurship of English courses for children has significant opportunities, such as high market demand, innovation in teaching methods, and cooperation with schools and other educational institutions. However, the challenges are also considerable, including fierce competition, limited resources, and educational policy changes. The study results show that to compete in a competitive market, entrepreneurs need to develop innovative and adaptive strategies and invest in the development of teachers and curricula that suit the needs of students. The strength of this research lies in its in-depth analysis of the opportunities and challenges faced by English for children course entrepreneurs. This research provides valuable scientific contributions to the academic world, especially in education and entrepreneurship. By identifying the key factors that affect the success of the course institution, this study can be a reference for other researchers who want to explore more about the dynamics of the English language education market in Indonesia. However, this study also has limitations. One of the main limitations is the limited focus on course institutions in a particular region, so the findings may not fully reflect conditions across Indonesia. In addition, the study relies more on qualitative data from interviews and questionnaires, which may not cover all perspectives in the field. Therefore, further research with a quantitative approach and wider scope is needed to get a more comprehensive picture. As a suggestion, further research should explore the effectiveness of the various teaching methods used in English courses for children. The research can also expand its geographical scope to include different regions in Indonesia and consider social and cultural factors that can influence the success of the course. Thus, future research results can provide more profound and applicable insights for developing educational entrepreneurship in English courses for children.

## REFERENCES

- Afini, V., Suratni, S., Kumalasari, C., Novia, F., & Purwanto, M. B. (2023). Language learning approaches: A study meta-analysis of vocabulary mastery in EFL learners. *Journal of Language Development and Linguistics*, 2(2), 111–126. <https://doi.org/10.55927/jldl.v2i2.5805>
- Agustin, A., & Purwanto, M. B. (2022). Pelatihan kiat menjadi pembelajar bahasa Inggris yang lebih berhasil bagi siswa SMA/SMK di Kota Palembang. *SEWAGATI: Jurnal Pengabdian Masyarakat Indonesia*, 1(4), 12–19. <https://doi.org/10.56910/sewagati.v1i4.244>
- Agustin, A., & Purwanto, M. B. (2023). Pengaruh gaya kepemimpinan kepala sekolah terhadap kinerja guru SMA. *LIMEEMAS: Jurnal Ilmiah Pendidikan*, 1(2), 55–64. <https://ejournal.apmapi.or.id/index.php/Limeemas/article/view/12>
- Agustin, A., Malini, S., Indriani, R. A. R. F., Hatidah, H., & Purwanto, M. B. (2023). Pelatihan pengolahan data statistik untuk mahasiswa. *ADM: Jurnal Abdi Dosen Dan Mahasiswa*, 1(1), 7–12. <https://doi.org/10.0000/adm.v1i1.88>
- Agustinasari, E., Simanjuntak, T., & Purwanto, M. B. (2022). A review on error analysis stages in teaching English structure. *Pioneer: Journal of Language and Literature*, 14(1), 253–268. <https://doi.org/10.36841/pioneer.v14i1.1702>
- Astirini Swarastuti, Budiyanto, B., & M. Bambang Purwanto. (2024). Management of English learning to improve digital-based language literacy skills. *International Journal of Education, Vocational and Social Science*, 3(01 SE-Articles), 202–215. <https://doi.org/10.99075/ijevss.v3i01.672>
- Auliana, N. U., Hanadya, D., & Purwanto, M. B. (2022). Pengembangan objek wisata Kambang Iwak Park sebagai paru-paru kota Palembang. *NAWASENA: Jurnal Ilmiah Pariwisata*, 1(3), 20–31. <https://doi.org/10.56910/nawasena.v1i3.375>
- Bonar Siagian, & M. Bambang Purwanto. (2023). Lextutor English learning pronunciation and vocabulary: A language data base program. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, 4(1 SE-Articles), 116–130. <https://doi.org/10.56910/pustaka.v4i1.1062>
- Dacholfany, M. I., Iqbal, M., Rahmi, E., & Purwanto, M. B. (2024). Principal's leadership strategy in efforts to develop the quality of human resources in schools. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(1 SE-), 487–493. <https://doi.org/10.54371/jiip.v7i1.3356>
- Hanadya, D., Auliana, N. U., & Purwanto, M. B. (2022). Kepuasan mahasiswa terhadap pelayanan sarana dan prasarana perpustakaan di Politeknik Darussalam Palembang. *Jurnal Ilmiah Mahasiswa Perbankan Syariah (JIMPA)*, 2(1), 171–182. <https://doi.org/10.36908/jimpa.v2i1.61>
- Hanadya, D., Auliana, N. U., & Purwanto, M. B. (2023). Promosi Pulau Kemaro sebagai wisata sejarah kota Palembang dalam acara rapat kerja nasional Jaringan Kota Pusaka Indonesia (JKPI) Ke-IX 2022. *Jurnal Ilmiah Mahasiswa Perbankan Syariah (JIMPA)*, 3(1), 197–210. <https://doi.org/10.36908/jimpa.v3i1.168>
- Hidayad, F., Agustin, A., & Purwanto, M. B. (2023a). Portrait of learning English at Mi Darrun

- Najjah. *Wiralodra English Journal*, 7(2), 137–149. <https://doi.org/10.31943/wej.v7i2.240>
- Hidayad, F., Agustin, A., & Purwanto, M. B. (2023b). The use of process genre technique to improve writing skill. *Language and Education Journal*, 8(1 SE-Articles). <https://doi.org/10.52237/lej.v8i1.414>
- Hidayad, F., Agustin, A., Despita, D., & Purwanto, M. B. (2023). Implementing writing skills through the genre approach. *INTERACTION: Jurnal Pendidikan Bahasa*, 10(2), 589–606. <https://doi.org/10.36232/jurnalpendidikanbahasa.v10i2.4767>
- Hidayad, F., Umar, U., Agustin, A., Despita, D., & Purwanto, M. B. (2023). The effectiveness of online assessment platforms in EFL classroom: A students' perception on using Kahoot application. *Jurnal Scientia*, 12(01), 87–97. <https://infor.seaninstitute.org/index.php/pendidikan/article/view/1017>
- Indriani, R. A. R. F., Hanadya, D., & Purwanto, M. B. (2021). Pelatihan kewirausahaan pembuatan roll cake di Komplek Nuansa Dago Blok A9 Sukabangun, Kota Palembang. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 31–40. <https://ojs.politeknikdarussalam.ac.id/index.php/jpkm/article/view/jpkm5>
- Marisyah, F., Mayasari, V., Astuti, S. D., & Purwanto, M. B. (2023). Implementation of leadership ethics and transformational leadership in employee performance. *Asian Journal of Applied Business and Management*, 2(4 SE-Articles), 545–556. <https://doi.org/10.55927/ajabm.v2i4.6714>
- Marlini, S., Purwanto, M. B., & Porwani, S. (2021). Sosialisasi protokol kesehatan pembelajaran tatap muka ada masa pandemi Covid 19. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 6–14.
- Melinda Puspita Sari Jaya, Santa Idayana Sinaga, & Bambang Purwanto, M. (2023). Parents' perceptions of learning English for early children. *JELLT (Journal of English Language and Language Teaching)*, 7(2 SE-), 1–12. <https://doi.org/10.36597/jellt.v7i2.14563>
- Muhammad Iqbal, Nyanyu Ully Auliana, & M. Bambang Purwanto. (2025). Sosialisasi standar pelayanan ekowisata berbasis kearifan lokal untuk pengelola wisata di Tepian Sungai Musi Palembang. *Karya Nyata: Jurnal Pengabdian Kepada Masyarakat*, 2(1 SE-Articles), 87–101. <https://doi.org/10.62951/karyanyata.v2i1.1054>
- Nuswantoro, P., Marsinah, M., Rahmi, E., & Purwanto, M. B. (2023). School principal leadership style in improving teacher professionalism. *International Journal of Technology and Education Research*, 1(02), 19–27. <https://doi.org/10.99075/ijeter/issue/view/16.v1i01.305>
- Porwani, S., Susanto, Y., Zubaidah, R. A., Purwanto, M. B., & Despita, D. (2023). Sosialisasi dan pelatihan membuat untuk peningkatan kapasitas perempuan di Kota Palembang. *Sejahtera: Jurnal Inspirasi Mengabdikan Untuk Negeri*, 2(2), 66–76. <https://doi.org/10.58192/sejahtera.v2i2.702>
- Purwanto, M. B., & Handayani, T. S. (2022). Penyuluhan kegiatan olahraga masyarakat RT. 29 RW. 10 Kota Palembang. *Jurnal Masyarakat Mengabdikan Nusantara*, 1(4), 118–123. <https://doi.org/10.58374/jmmn.v1i4.89>

- Purwanto, M. B., Devi, D., & Nuryani, N. (2020). Pembelajaran era disruptif menuju masyarakat 5.0. Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang.
- Susanto, Y., Effendi, M., & Purwanto, M. B. (2022). Sosialisasi penggunaan literasi digital dalam memasarkan produk UKM di Desa Semangus Kecamatan Muara Lakitan Kabupaten Musirawas. *Abdimas Galuh*, 4(2), 1408–1415. <https://doi.org/10.25157/ag.v4i2.8612>
- Umar, U., Purwanto, M. B., & Al Firdaus, M. M. (2023). Research and development: As the primary alternative to educational research design frameworks. *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta*, 8(01), 73–82. <https://doi.org/10.37110/jell.v8i01.172>
- Zubaidah, R. A., Susanto, Y., Ujang, U., & Purwanto, M. B. (2023). Implementasi program Merdeka Belajar bagi kepala sekolah SD, SMP dan pengawas. *MESTAKA: Jurnal Pengabdian Kepada Masyarakat*, 2(4), 189–193. <https://doi.org/10.58184/mestaka.v2i4.112>