Publikasi Berkala Pendidikan Ilmu Sosial: Vol. 5 (No. 2), 2025, 171-181
ISSN: 2797-1945, E-ISSN: 2777-0931
DOI: https://doi.org/10.20527/pakis.v5i2.16371

SOCIO-ECONOMIC RATIONALITY TOWARDS INTEREST AND ACCESS TO EDUCATION: A STUDY OF TEENAGE FISHERMEN IN THE PONGOK ISLANDS

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Article History
Received : 01-08-2025
Revised : 01-09-2025
Published : 30-09-2025

Keywords:
Socio-Economic Rationality; Juvenile Fishing; Education

Abstract
This research analyzes the phenomenon of low educational participation among teenage fishermen in the Pongok Islands District, South Bangka Regency. As an archipelago with 95% of the population working as fishermen, this area faces significant problems related to teenagers who choose to work as fishermen instead of continuing their Education. This research uses a qualitative method with a case study approach, involving interviews with 20 teenage fishermen in Pongok Village and 20 teenage fishermen in Celagen Village, family members of teenage fishermen, as well as village equipment in Pongok Village and Celagen Village, and observation and documentation were carried out in Pongok Village and Celagen Village. Max Weber's theory of rationality, especially instrumental rationality, is used as a framework for analysis to understand the logic behind the teenager's decisions. Research results show that the decision of teenagers not to continue their Education is not a form of irrationality, but a rational choice based on socioeconomic considerations. The main factors that influence this decision include, (1) the family's high economic dependence on the fishing sector with fluctuating income, (2) geographical isolation that creates limited access to adequate educational facilities, (3) urgent economic needs that force teenagers to help make a living, and (4) local cultural values that have not entirely placed formal Education as a top priority, through Weber's instrumental rationality theory that emphasizes goal-oriented social actions where individuals make conscious choices based on considerations of efficiency, profit, and the most beneficial consequences for themselves. In this study, instrumental rationality theory can be used to understand how teenage fishermen and their families make decisions related to Education. These considerations are not solely based on moral values or traditions, but on rational calculations of economic benefits and educational costs. The choice of teenage fishermen to drop out of school reflects a form of instrumental rationality influenced by the family's socioeconomic conditions. When Education is considered not to provide short-term benefits compared to the results of going to sea, then some families prefer their children to work to increase household income, reinforced by structural obstacles such as limited high schools, a lack of educators, and difficult access to transportation between islands. Focusing on the rationality of teenagers who drop out of school and choose to work as fishermen, this study highlights not

only the lack of access to Education but also the existence of more rational choices, as perceived by those teenagers, leading them to drop out of school and believe that working is more profitable.

Kata Kunci:
Rasionalitas Sosial-Ekonomi; Nelayan Remaja; Pendidikan

Abstrak

Penelitian ini menganalisis fenomena rendahnya partisipasi pendidikan pada kalangan nelayan usia remaja di Kecamatan Kepulauan Pongok, Kabupaten Bangka Selatan. Sebagai wilayah kepulauan dengan 95% penduduk berprofesi sebagai nelayan, daerah ini menghadapi permasalahan signifikan terkait anak remaja yang memilih bekerja sebagai nelayan daripada melanjutkan pendidikan. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, melibatkan wawancara kepada 25 nelayan usia remaja di Desa Pongok dan 7 nelayan usia remaja di Desa Celagen, anggota keluarga nelayan usia remaja, serta perangkat Desa di Desa Pongok dan Desa Celagen, kemudian dilakukan observasi, dan dokumentasi di Desa Pongok dan Desa Celagen. Teori rasionalitas Max Weber, khususnya rasionalitas instrumental, digunakan sebagai kerangka analisis untuk memahami logika di balik keputusan remaja tersebut. Hasil penelitian menunjukkan bahwa keputusan remaja untuk tidak melanjutkan pendidikan bukanlah bentuk irasionalitas, melainkan pilihan rasional berdasarkan pertimbangan sosial-ekonomi. Faktor-faktor utama yang mempengaruhi keputusan ini meliputi, (1) ketergantungan ekonomi keluarga yang tinggi terhadap sektor perikanan dengan pendapatan fluktuatif, (2) isolasi geografis yang menciptakan keterbatasan akses terhadap fasilitas pendidikan memadai, (3) kebutuhan ekonomi mendesak yang memaksa remaja membantu mencari nafkah, dan (4) nilai budaya lokal yang belum sepenuhnya menempatkan pendidikan formal sebagai prioritas utama. Melalui teori rasionalitas instrumental Weber yang menekankan pada tindakan sosial yang berorientasi pada tujuan di mana individu melakukan pilihan secara sadar berdasarkan pertimbangan efisiensi, keuntungan, dan konsekuensi yang paling menguntungkan bagi dirinya. Dalam penelitian ini, teori rasionalitas instrumental dapat digunakan untuk memahami bagaimana remaja nelayan dan keluarganya membuat keputusan terkait pendidikan. Pertimbangan tersebut tidak semata-mata didasarkan pada nilai moral atau tradisi, melainkan pada kalkulasi rasional tentang manfaat ekonomi dan biaya pendidikan. Pilihan nelayan remaja untuk berhenti sekolah mencerminkan bentuk rasionalitas instrumental yang dipengaruhi oleh kondisi sosial-ekonomi keluarga. Ketika pendidikan dianggap tidak memberikan keuntungan jangka pendek dibandingkan hasil melaut, maka sebagian keluarga lebih memilih anaknya bekerja untuk menambah pendapatan rumah tangga, diperkuat lagi oleh hambatan struktural seperti terbatasnya sekolah menengah, kurangnya tenaga pendidik dan sulitnya akses transportasi antar pulau. Dengan fokus pada rasionalitas anak remaja yang putus sekolah dan memilih bekerja sebagai nelayan, penelitian ini tidak hanya menyoroti tentang kurangnya akses pendidikan tetapi adanya pilihan yang lebih rasional menurut remaja tersebut sehingga mereka memilih untuk berhenti sekolah dan menganggap bekerja itu lebih menguntungkan.

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Available online at https://ppjp.ulm.ac.id/journals/index.php/pakis

How to Cite:
Januarti, T., Putri, S. M., Aeywaldy, B. B., Anis, A., Khansa, A. T., & Saputra, P. P. (2025). Socio-economic Rationality Towards Interest and Access To Education: A Study Of Teenage Fishermen In The Pongok Islands. *Publikasi Berkala Pendidikan Ilmu Sosial*, *5*(2). https://doi.org/10.20527/pakis.v5i2.16371

INTRODUCTION

Indonesia is one of the largest archipelagic countries in the world, having 17,499 islands with a total area of around 7.81 million km2, of which 3.25 million km2 is ocean territory. Judging from the total area of its oceans, Indonesia has enormous potential in the marine and fisheries sector (Jamalludin, 2023). As an archipelagic country surrounded by sea with a strategic position, Indonesia is a region that is quite profitable in terms of marine resources. Indonesia's abundant marine wealth can provide a livelihood for local communities, especially people living in coastal areas. With abundant marine potential, Indonesia must be able to preserve and make the best use of its marine resources. Marine natural resource potential consists of biological and non-biological resources, which are very important for the survival of society and its economy. This potential can be obtained from the seabed, the ground beneath it, underwater, and the sea surface, which includes areas of small islands.

The abundance of marine resources has led to the majority of Indonesians working as fishermen, especially those living along the coast. Fishermen are individuals or groups whose livelihoods depend on catching fish or other marine products, whether in oceans, rivers, or lakes. In coastal communities, fishermen play a crucial role as the primary providers of seafood, supporting local and national food security. Fishing communities possess unique social characteristics that distinguish them from inland communities. In several rapidly developing coastal areas, the communities are heterogeneous, with a strong work ethic, strong social solidarity, and numerous social interactions characteristic of fishing communities (Septiana, 2018). Fishermen can be divided into several categories: First, there are owner-operated fishermen, meaning individuals or organizations that have the rights or authority over the vessels, boats, and/or fishing gear used to catch fish. Then there are sharecroppers, meaning individuals who provide labor or work to catch fish, usually in collaboration with other fishermen, for wages from the sale of the catch. Third, traditional fishermen are individuals who work by catching fish using boats and simple (traditional) fishing gear. Then there are small-scale fishermen, who originate from traditional fishermen, but rely on more modern and motorized boats and fishing gear, allowing them to use diesel or motorized engines, thus expanding their fishing area somewhat. Next are the "gendong" (carrying out) fishermen, who do not fish in real conditions because their boats lack fishing gear. Instead,

they set out with capital from their bosses, which they use to conduct transactions, such as buying fish at sea for later resale Fargomeli (Septiana, 2018).

Fishermen are generally of productive working age, around 28-58 years (Suryanty et al., 2021), with the majority of workers being adults, not teenagers. Fishermen generally do not consider age, so even minors can work as fishermen without extensive experience and knowledge. The lack of a valid fishing license or government supervision allows teenage fishermen to fish at sea illegally. This leads teenagers to choose work over continuing their Education. This also occurs in the Pongok Islands District, where teenagers choose to work as fishermen over continuing their Education.

The Pongok Islands District is a coastal area with abundant marine potential. Due to its geographical location, which provides direct access to marine resources, approximately 95% of the population of the Pongok Islands works as fishermen, meaning the majority of the population in the region is fishermen (Wahyono, 2024). The Pongok Islands District was established on July 12, 2012, and was officially inaugurated by the Regent of South Bangka following a relatively recent administrative division. The formation of this district is part of government decentralization to provide the best services to the island community. The island was previously part of the Lepar Pongok District, but was created separately to improve local government performance. Administratively, the Pongok Islands District consists of two villages: Pulau Pongok Village and Pulau Celagen Village. These two villages have various livelihoods, including laborers, fishermen, traders, and so on. However, the most dominant livelihood is fishing, with approximately 70% of workers in Pulau Pongok Village (https://pongok.digitaldesa.id/infografis/penduduk) and as many as 351 workers in Celagen Island Village (https://celagen.digitaldesa.id/). These fishermen are not only of productive working age, but many teenagers should be continuing their Education, but they choose to work as fishermen.

Several factors, including the socioeconomic conditions of the people in the Pongok Islands District, cause this situation. The fisheries sector, a key economic sector, has led many teenagers to choose to work as fishermen and forgo Education. This high economic dependence on the fisheries sector leaves fishing families facing uncertain income fluctuations depending on the season and catch. This situation forces families to involve all members, including teenagers, directly in family economic activities to meet urgent daily needs. Furthermore, the geographical characteristics of the Pongok Islands District as a remote archipelago are also factors causing teenagers there to choose to work rather than continue their Education. Geographically, the Pongok Islands District borders the Gaspar

Strait to the north and east, the Java Sea to the south, and the villages within this district are coastal villages. This geographic isolation creates limited access to alternative employment opportunities and efficient economic distribution channels. As a result, the community has minimal livelihood options, with fishing being the only primary option available. This condition creates a cycle of structural poverty where the younger generation sees no alternative future other than following in their parents' footsteps as fishermen.

Furthermore, vulnerable economic factors are the main reason why teenagers choose to go straight to work rather than continue their Education. Economic limitations and financial problems are often the primary reasons children drop out of school, as they are forced to stop school and work to help meet family needs (Ningsih et al., 2024). In the context of fishing families in the Pongok Islands, unstable incomes and limited business capital make it difficult for families to finance their children's higher Education. Teenagers who should be focused on Education are forced to help earn a living by fishing with their parents or working in other fishing sectors. This paradigm then developed into a mindset that working as a fisherman can provide a more secure immediate income than continuing Education, which requires an investment of time and money without the guarantee of better employment in the future.

Teenagers who choose to work and forgo Education are a problem that requires serious attention. In this case, Education is no longer the primary means of social mobility, as it is trumped by family economic needs, the teenager's rational choices, and the environment in which they live, which supports their immediate employment. The profession of fishermen among teenagers demonstrates a form of socioeconomic rationality in coastal communities. They make life choices deemed appropriate to local social conditions, considering short-term economic conditions, limited resources, and social expectations within their environment. In other words, the decision to drop out of school is not simply a disinterest in Education, but rather a rational choice made within the framework of local structural and cultural pressures (Vanessa & Eriyanti, 2021). This study was conducted to analyze further the socioeconomic rationality behind the decision of teenage coastal fishermen to forgo Education and choose to work at sea.

Furthermore, this study will explore how social, economic, and cultural structures influence the life choices of adolescents in the Pongok Islands District, South Bangka Regency. This research is important because it can answer the question of why coastal youth choose not to continue their Education and instead work as fishermen. The reason is not solely due to inadequate access to Education; instead, there are more rational reasons why some believe working is more profitable than pursuing further Education.

METHOD

This research uses a qualitative research method with a case study approach. According to Moleong, qualitative research seeks to understand phenomena experienced by research subjects, such as behavior, perception, motivation, actions, and so on, holistically. This understanding is presented descriptively through words and language in a natural context and uses various natural methods with the researcher as a key instrument (Nasution, 2023). The purpose of qualitative research is to explore a general understanding of social reality from the perspective of the participants. This understanding is not predetermined but is obtained from an analysis of the social reality that is the focus of the research. From this analysis, conclusions can then be drawn in the form of abstract understandings related to the realities of social phenomena (Sukiati, 2016). The case study approach involves a series of scientific activities conducted intensively, in detail, and in depth on a program, event, or activity, whether at the individual, group, institutional, or organizational level, to gain a deep understanding of events that occur within a limited space and time. The data collection techniques employed included interviews with 25 teenage fishermen in Pongok Village and seven teenage fishermen in Celagen Village, as well as family members of teenage fishermen and village officials in both villages. Additionally, observations and documentation were conducted. This research was conducted in two villages in the Pongok Islands District, namely Pongok Village and Celagen Village. The research informants were selected based on their in-depth knowledge of teenage fishermen, specifically Pongok Village Officials, Celagen Village Officials, and their family members. In this study, the target informants were teenagers aged 12-22 years who had discontinued their Education and opted to work as fishermen.

RESULTS AND DISCUSSION

The socioeconomic rationality of teenage fishermen not continuing their Education

The Pongok Islands District is an island district within the administrative area of South Bangka Regency, Bangka Belitung Islands Province. The district comprises several islands, with Pongok Island and Celagen Island being the two main populated areas. Its location, separated from the mainland, gives the region a strong maritime geographic character, with most of the settlements. The population lives on the coast, with houses standing on or very close to the shoreline. Access to this sub-district is generally only possible by sea transportation, such as ships from the harbor. The primary source of livelihood for the people of the Pongok Islands Sub-district is the fisheries and maritime sector, particularly traditional fishing. The majority of families in this area depend on the sea

for their livelihood. Given this geographic and economic background, the Pongok Islands Sub-district is one of the areas that is quite vulnerable in terms of social development, particularly in the areas of Education and economic well-being. The lack of non-maritime job opportunities in the Pongok Islands Sub-district leads young people to follow in their parents' footsteps and become fishermen, as it is considered the only available and easily accessible livelihood that does not require higher Education. The phenomenon of low educational participation among adolescent fishermen in the Pongok Islands Sub-district, South Bangka Regency, is an issue that cannot be separated from the social structure and economic conditions of the local community. Fishing communities in coastal areas such as the Pongok Islands live with a high dependence on marine products, which are their sole source of livelihood. In families with low incomes and uncertain livelihoods, children's role in contributing to the family economy is crucial. Teenagers, especially boys, often engage in fishing activities from a young age, as they are considered strong enough to contribute to the family's livelihood. Data on school dropouts in the Pongok Islands District is as follows:

Table 1. Data on School Dropouts in Pongok Village

Data On School Droppouts In Pongok Village	
Name Initials	School Graduate
H	Graduated from junior high school/equivalent
D	Did not graduate from junior high school/equivalent
E	Did not graduate from high school/equivalent
D	Graduated from elementary school/equivalent
R	Did not graduate from junior high school/equivalent
H	Did not graduate from junior high school/equivalent
R	Did not graduate from elementary school/equivalent
AP	Did not graduate from junior high school/equivalent
JS	Did not graduate from high school/equivalent
J	Did not graduate from junior high school/equivalent
D	Did not graduate from high school/equivalent
R	Did not graduate from high school/equivalent
FW	Did not graduate from high school/equivalent
A	Did not graduate from high school/equivalent
N	Did not graduate from high school/equivalent
DS	Did not graduate from high school/equivalent
F	Did not graduate from junior high school/equivalent
MRA	Did not graduate from high school/equivalent
RD	Did not graduate from high school/equivalent
A	Did not graduate from junior high school/equivalent
R	Did not graduate from high school/equivalent
D	Did not graduate from high school/equivalent
O	Did not graduate from high school/equivalent
A	Did not graduate from elementary school/equivalent
DA	Did not graduate from high school/equivalent
Total: 25 People	

Primary Data Source, 2025

Table 2. Data on School Dropouts in Celagen Village

Data On School Droppouts In Celagen Village	
Name Initials	School Graduate
A	Graduated from elementary school/equivalent
A	Graduated from elementary school/equivalent
F	Graduated from elementary school/equivalent
R	Graduated from elementary school/equivalent
Z	Graduated from elementary school/equivalent
C	Graduated from junior high school/equivalent
I	Graduated from junior high school/equivalent
Total: 7 People	

Primary Data Source, 2025

In the case of teenage fishermen in the Pongok Islands District, they see that working at sea can provide immediate results in the form of daily income. At the same time, Education requires time, costs, and does not necessarily guarantee tangible results in the near future. Field findings indicate that teenage fishermen consider Education very important, but economic dependence and the family's economic needs that must be met force them to work as fishermen. Furthermore, the income of teenage fishermen in the Pongok Islands District is not small, with the average income they earn from fishing reaching around 5,000,000 rupiah per month. This is also another reason why teenagers there choose not to continue their Education. Ultimately, they believe that even after completing school, they do not guarantee a decent job, especially in areas with limited non-maritime employment opportunities. Therefore, the decision to leave school and continue working as fishermen is seen as a rational choice in their socioeconomic context.

Furthermore, cultural factors also play a significant role in shaping people's mindsets about Education. In traditional fishing communities, higher Education is not yet highly valued. Many parents of teenagers lack formal educational backgrounds and see success in life not necessarily determined by academics, but rather by fishing skills, survival skills, and the family's professional heritage. As their children enter adolescence, there is a social expectation that they contribute to the family's income, especially if the family has a large number of dependents. This social pressure leads many teenagers to feel that continuing their Education is a "luxury" decision and even inconsistent with the values espoused by their society. The decision to work is not only for oneself, but also a form of responsibility to family and community.

In this study, the researcher used Weber's Instrumental Rationality theory to analyze the existing problems. Max Weber is a figure who developed the concept of rationality as a theoretical framework. Through the concept of rationality he developed, Weber examined

and analyzed the phenomena of modernization that were taking place in European and Western societies during his time. Weber used the theory of rationality as an analytical tool to understand the social, economic, and cultural transformations that occurred along with the development of modernity in the Western world. This rationality approach enabled him to identify and explain various changes in the characteristics of modern society compared to traditional societies (Rudyanto et al., 2025). Instrumental rationality takes the form of social action based on calculations of efficiency between the chosen goals and means. Within this framework, individuals and groups make decisions no longer solely based on tradition or values, but instead based on rational calculations that are considered most effective for achieving specific goals. This concept of instrumental rationality was later widely used by Weber to analyze the phenomena of modernization, including the development of bureaucracy, capitalism, and economic and social transformations in modern society.

The decision to forgo Education, in this context, is not solely due to a lack of interest or motivation, but rather to social pressures and economic needs that make the choice seem more rational and realistic. This is evident when adolescents consciously choose to work as fishermen because they perceive it as a quicker way to generate income to support the family economy, compared to pursuing an education whose results will only be felt in the long term. The adolescent fishermen's decision to forgo Education reflects a socioeconomic rationality formed from a combination of family economic pressures, local cultural values, structural limitations, and considerations of efficiency regarding the desired outcomes. They do not simply reject Education, but instead choose a path in life that they believe best suits the realities they face, even though they still consider Education important. Therefore, the use of Weber's instrumental rationality theory in this study is relevant because it can explain how adolescents in the Pongok Islands District make decisions based on considerations of effectiveness in achieving specific goals. The decision to drop out of school and choose to work as fishermen is not an irrational act, but rather the result of thoughtful thought and a mature decision in accordance with their socioeconomic circumstances. In other words, Weber's theory provides an analytical framework for understanding that these adolescents' social actions are driven by the pragmatic consideration that work is the quickest and easiest way to generate income to support their families. Efforts to change this mindset certainly require a simultaneously structural and cultural approach. Educational programs integrated with local life, such as distance learning programs, scholarships with cost-waived living expenses, or community-based school systems, could be more appropriate strategies to address this issue. In other words, for Education to be seen as a rational choice, it must be

tailored to the needs and social realities of the local community. Suppose Education can deliver more concrete results and directly perceived benefits. In that case, there is a strong likelihood of a shift in adolescents' mindsets and interest in Education, leading to a sustainable increase in educational participation in coastal areas such as the Pongok Islands District (Humayroh et al., 2024; Wijayanti et al., 20224).

CONCLUSION

The results of this study reveal that the reason teenagers drop out of school and choose to work is not only due to a lack of educational facilities in their homes, but also because of a rational choice that is the main factor in their decision to work over continuing their Education. This rational choice takes the form of a thought process—those who see that working at sea can provide immediate results in the form of daily income. At the same time, Education requires time and money and does not necessarily guarantee tangible results in the near future. In the District Archipelago Pongok, many teenagers opt for employment due to economic necessity and the prospect of a relatively large income. Consequently, despite the importance they place on it, continuing education is not prioritized.

Max Weber's Instrumental Rationality Theory serves as the analytical tool in this study. Instrumental rationality is a form of social action based on the calculation of efficiency between the chosen goals and means. Within this framework, individuals and groups make decisions no longer solely based on tradition or values, but instead based on rational calculations deemed most effective for achieving specific goals. The use of Weber's instrumental rationality theory in this study is relevant because it can explain how adolescents in the Pongok Islands District make decisions based on considerations of effectiveness in achieving specific goals. The decision to drop out of school and choose to work as fishermen is not an irrational act, but rather the result of mature thinking and a decision in accordance with their socioeconomic conditions.

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