IMPLEMENTATION OF EDUCATION MANAGEMENT IN INCREASING THE QUALITY OF COMMUNITY LEARNING CENTERS

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ARTICLE INFO	ABSTRACT
  PREREGISTERED OPEN DATA OPEN MATERIALS	**Purpose**: This study discusses management implementation in improving the quality of community learning activity centers based on aspects of planning, organizing, implementing, monitoring, and evaluating. **Theoretical framework:** PKBM today is a critical point in educational competition if there is no good management. PKBM management provides effective as well as positive results in dealing with global challenges so that in line with management is the achievement of organizational goals in an effective and efficient manner through organizational planning, leadership and control of organizational resources. **Design/Methodology/Approach:** The method used in this research is descriptive qualitative analysis, while data collection techniques are carried out through interviews and observation. **Findings:** From the results of the study it was concluded that this PKBM planning can be said to be effective because all programs are well planned and efficient without any problems. The organization of PKBM management so far has been well structured. This can be seen from the division of work management, the distribution of tutor expertise, the existence of each resident study group and scheduling which is also well structured. In this case, the organizing field is also very effective. The implementation of the management carried out at PKBM went according to the initial plan. However, there is only one obstacle that often occurs in learning residents who are often absent during class time, but this has been followed up by the head of PKBM by reminding them of the importance of knowledge. Supervision of PKBM management based on PKBM supervision standards is very effective, it is written that each PKBM must carry out supervisory activities. This has been carried out by PKBM Chairmen who always carry out routine supervision at the beginning, middle and end of the program. At the evaluation stage of PKBM management, it can be seen that almost all of the planned programs can be said to be successful. The evaluation stage is also included in the very effective criteria. This can be seen from the various results obtained. However, the PKBM management only has to fix some of the problems that have occurred, and improve the programs that still have to be maintained in accordance with existing management standards. **Research, Practical & Social implications:** PKBM institutions need to carry out the latest innovations to improve the quality and progress of PKBM it self **Originality/Value:** This research was conducted by developing previous research and producing original data.

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IMPLEMENTAÇÃO DA GESTÃO DA EDUCAÇÃO PARA AUMENTAR A QUALIDADE DOS CENTROS DE APRENDIZAGEM COMUNITÁRIOS

RESUMO

Objetivo: Este estudo discute a implementação da gestão na melhoria da qualidade dos centros de atividade de aprendizagem da comunidade com base em aspectos de planejamento, organização, implementação, monitoramento e avaliação.

Estrutura teórica: O PKBM hoje é um ponto crítico na competição educacional se não houver uma boa gestão. A gestão do PKBM proporciona resultados eficazes, bem como positivos, no tratamento de desafios globais, de modo que, em consonância com a gestão, seja alcançada a realização de objetivos organizacionais de forma eficaz e eficiente através do planeamento organizacional, liderança e controlo dos recursos organizacionais.

Design/Metodologia/Abordagem: O método utilizado nesta pesquisa é a análise qualitativa descritiva, enquanto as técnicas de coleta de dados são realizadas através de entrevistas e observação.

Constatações: Dos resultados do estudo concluiu-se que este planejamento do PKBM pode ser considerado eficaz porque todos os programas são bem planejados e eficientes sem problemas. A organização da gestão do PKBM tem sido, até à data, bem estruturada. Isso pode ser visto a partir da divisão de gestão do trabalho, a distribuição de perícia do tutor, a existência de cada grupo de estudo residente e programação que também é bem estruturada. Neste caso, o campo organizacional também é muito eficaz. A execução da gestão realizada no PKBM decorreu de acordo com o plano inicial. No entanto, há apenas um obstáculo que muitas vezes ocorre em residentes de aprendizagem que muitas vezes estão ausentes durante o tempo de aula, mas isso foi seguido pelo chefe do PKBM, lembrando-lhes da importância do conhecimento. A supervisão da gestão do PKBM com base em padrões de supervisão do PKBM é muito eficaz, está escrito que cada PKBM deve realizar atividades de supervisão. Esta tarefa foi levada a cabo pelos presidentes do PKBM, que realizam sempre a supervisão de rotina no início, no meio e no fim do programa. Na fase de avaliação da gestão do PKBM, pode constatar-se que quase todos os programas previstos são bem sucedidos. A fase de avaliação também está incluída nos critérios muito eficazes. Isso pode ser visto a partir dos vários resultados obtidos. No entanto, a gestão do PKBM só tem de corrigir alguns dos problemas ocorridos e melhorar os programas que ainda têm de ser mantidos em conformidade com as normas de gestão existentes.

Investigação, Implicações práticas e Sociais: as instituições de PKBM precisam realizar as últimas inovações para melhorar a qualidade e o progresso do PKBM ele mesmo

Originalidade/Valor: Esta pesquisa foi realizada desenvolvendo pesquisas anteriores e produzindo dados originais.

Palavras-chave: Implementação, Gestão, Qualidade, PKBM.

IMPLEMENTACIÓN DE LA GESTIÓN EDUCATIVA EN EL AUMENTO DE LA CALIDAD DE LOS CENTROS COMUNITARIOS DE APRENDIZAJE

RESUMEN

Objetivo: Este estudio analiza la implementación de la gestión en la mejora de la calidad de los centros de actividades de aprendizaje comunitario sobre la base de aspectos de planificación, organización, implementación, seguimiento y evaluación.

Marco teórico: el PKBM hoy es un punto crítico en la competencia educativa si no hay una buena gestión. La gestión de la gestión de las operaciones de mantenimiento de la paz proporciona resultados eficaces y positivos en la tarea de hacer frente a los desafíos mundiales, de manera que, en consonancia con la gestión, se logre el logro de los objetivos de la organización de manera eficaz y eficiente mediante la planificación, el liderazgo y el control de los recursos institucionales.

Diseño/Metodología/Enfoque: El método utilizado en esta investigación es el análisis cualitativo descriptivo, mientras que las técnicas de recolección de datos se realizan a través de entrevistas y observación.

Conclusiones: De los resultados del estudio se concluyó que esta planificación de PKBM se puede decir que es eficaz porque todos los programas están bien planificados y son eficientes sin ningún problema. La organización de la gestión de la PKBM hasta ahora ha estado bien estructurada. Esto se puede ver en la división de gestión del trabajo, la distribución de la experiencia del tutor, la existencia de cada grupo de estudio residente y la programación, que también está bien estructurada. En este caso, el campo organizativo también es muy eficaz. La ejecución de la gestión llevada a cabo en el PKBM se llevó a cabo de acuerdo con el plan inicial. Sin embargo, solo hay un obstáculo que ocurre a menudo en los residentes de aprendizaje que a menudo están ausentes durante el tiempo de clase, pero esto ha sido seguido por el jefe de PKBM recordándoles la importancia del conocimiento.

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La supervisión de la gestión del PKBM basada en las normas de supervisión del PKBM es muy eficaz, por lo que cada PKBM debe llevar a cabo actividades de supervisión. Esto ha sido llevado a cabo por los presidentes de PKBM que siempre llevan a cabo la supervisión rutinaria al principio, a mediados y al final del programa. En la etapa de evaluación de la gestión de la gestión de la gestión basada en los resultados, se puede observar que casi todos los programas previstos tienen éxito. La fase de evaluación también se incluye en los criterios muy eficaces. Esto se puede ver a partir de los diversos resultados obtenidos. Sin embargo, la dirección de la PKBM sólo tiene que solucionar algunos de los problemas que se han producido y mejorar los programas que aún deben mantenerse de conformidad con las normas de gestión existentes.
Implicaciones de investigación, Prácticas y Sociales: las instituciones de PKBM necesitan llevar a cabo las últimas innovaciones para mejorar la calidad y el progreso de la propia PKBM
Originalidad/Valor: Esta investigación se llevó a cabo mediante el desarrollo de investigaciones previas y la producción de datos originales.

Palabras clave: Aplicación, Gestión, Calidad, PKBM.

INTRODUCTION

According to Law Number 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them , society, nation and state (Stone & Springer, 2019). Education is a learning experience that has programs in formal, non-formal or informal education in schools that last a lifetime that aim to optimize individual ability considerations, so that in the future they can play an appropriate role (Wijaya et al., 2021). Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities (Madani, 2019). (PNF) in equality education can be valued on a par with the results of formal education programs after going through an equivalence assessment process by an institution appointed by the Government.

Equitable access to education nowadays has become a trend to reach the Community Development Index (IPM), which has 3 interrelated indicators, including Economy, Education and Health. Of these three factors, education is the main thing that needs to be developed, because with a quality educational process (input) knowledge (output) will also be of high quality (Powell & Bodur, 2019). So that it is synonymous with a better life, because knowledge as a result of education is directly correlated with various things, from health to economic life, especially for primary and secondary education (Castro & Tumibay, 2021).

PKBM today is a critical point in educational competition if there is no good management. PKBM management provides effective as well as positive results in dealing with global challenges so that in line with management is the achievement of organizational goals

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in an effective and efficient manner through organizational planning, leadership and control of organizational resources (Boeren, 2019). The process of implementing activities in various fields needs to be controlled and evaluated on an ongoing basis in order to obtain maximum results (Sanusi & Wasliman, 2021). Likewise the implementation of PKBM as a forum for developing human resources, therefore the Center for Learning Activity Development (in Rohma et al., 2020) determines the steps: (1) Carry out monitoring and control of the implementation of programs/activities; (2) Measuring the level of achievement of the objectives of the preparation; (3) Prepare recommendations on measurement results and input materials for the preparation of an annual work plan; and (4) Prepare an annual report on the implementation of PKBM.

As an institution founded by, from and for the community, PKBM has the potential to become an independent institution. Although initially many PKBMs depended on assistance and funding from the government, in the long run it is hoped that most PKBMs will grow self-reliant, in this case the dominant role of the government which has been becoming less and more of a facilitation role will be able to go hand in hand with PKBM independence. PKBM will stand firmly on community self-sufficiency (Susanty et al., 2019).

Based on the author's initial observations, tens of PKBMs spread across Karawang Regency have learning residents who continue to increase from year to year. One reason is the emergence of public awareness of the importance of education, as well as the effective management of programs (Atmojo, 2021). From this, the author is interested in knowing how the management of several PKBM in Karawang Regency is in accordance with existing standards or not (So et al., 2019). Based on the author's survey of several PKBMs in Karawang Regency, such as PKBM Harapanmulya, Tirtamulya District and PKBM TSMD, Cikampek District, Karawang Regency, the learning population continues to increase from year to year compared to other PKBMs in Karawang Regency (Mahoney et al., 2021). One reason is the emergence of public awareness of the importance of education, as well as the effective management of programs. From this, the author is interested in knowing how PKBM management in Karawang Regency is in accordance with existing standards or not (Hargono et al., 2022).

Given the importance of management in which there is planning, organizing, implementing, monitoring and evaluating can take advantage of local resources as an opportunity in organizing the community to actively participate in the implementation of the program is considered capable of providing results for changes within the community so that

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the economic level continues to increase and towards the stage prosperous. According to (in Ovcharuk et al., 2020), states that: "Management is a distinctive process consisting of planning, organizing, actuating and controlling to determine and achieve goals through the utilization of human resources and other resources".

In order for the results of this research to be sharper and more in-depth, this research is limited to the management of community learning activity centers in increasing the effectiveness of PKBM management. The aspects examined in this study are planning, organizing, implementing, monitoring, and evaluating in increasing the effectiveness of PKBM management. The general objective of this research is to depart from the formulation of the problem above, so this research was conducted to describe and analyze the description of Management Implementation In Increasing The Quality Of Community Learning Activities Centers.

THEORICAL FRAMEWORK

Strategic Management

Management according to the Indonesian Dictionary is the effective use of resources to achieve goals. Meanwhile, according to Rohiat in Mohammad Mustari in the Education Management book, that the management derived from the word to manage. Management is done through a process and managed according to the order andfunctions of management itself (Chandrachooodan et al., 2022). According to the English-Indonesian dictionary the terms management derived from the word to manage which means to manage, administer, implement, arrange, and treat (Chorna et al., 2023). In Arabic, the term management is defined as idaarah, which is derived from the word adaara that means regulating. In harmony with Ramayulis that is the nature of management in the Qur'an is tadbir (arrangement). This word is a derivation of the word dabbara (to regulate).

Strategic Management Model

Strategy formulation

In the short, medium, or long term planning, it must really be implemented so that in all activities or affairs can be measured, observed, and evaluated properly and responsibly. The main key to planning activities is the process of planning activities themselves. The planning process is a logical perspective on what is done and how to know what is done, can help in decision making, and is rational (Aldhuhoori et al., 2023).

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Strategy implementation

The implementation function is an inseparable part of a group or organizational process. The terms that can be grouped in this function are directing, commanding, leading, and coordinating.

Strategy evaluation

Evaluation in the context of strategic management is the process of ensuring that the activities performed are correct according to what is not in advanced planning. Evaluation in strategic management has two first limitations; the evaluation is a process/activity to determine the progress of programs compared to the stated objectives, second; The evaluation in question is an attempt to obtain information in the form of feedback from the activities performed.

Minimum Service Standards for Non-Formal Education

Understanding the Minimum Service Standards adequately for the community is very significant because it relates to the constitutional rights of individuals and community groups that they must obtain and must be fulfilled by the government, in the form of the availability of public services (basic services) that must be carried out by the government to the community. In the regional bureaucracy itself, the understanding of SPM, is still often confused with technical standards/prerequisites, work standards, public service standards. Basically, the two minimum service standards that must be carried out by non-formal educational institutions including PKBM are learning service standards and community empowerment service standards.

PKBMs in Indonesia

Since the World Declaration on "Education for All" in Jomtien, Thailand in 1990 by 155 countries, the idea of a Community Learning Center (CLC) began to be developed in various countries. CLC was initiated as a form of community participation in providing education for all groups, especially the community that cannot be reached by

formal education.PKBMs in Indonesia were initiated by the Ministry of Education and Culture, by first through various efforts and research to find the right model, in Indonesia, the CLC socialization began in 1997, then Indonesia called it as the Center for Community Learning Activities (PKBM). Beginning in 1998, amid a very severe state crisis, some community groups in Indonesia welcomed the idea as a form of calling to do something for the

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development of a society that was in crisis. Each began organizing the PKBM in their community as a pure community initiative, in this case, the role of the government was only as an initial motivator. The establishment of these pioneering PKBMs was largely through several community institutions that had already existed but had carried out various activities and programs that were in accordance with the CLC/PKBM concept. The concept of community-based education would be an important thing to do in the context of the democratization of education. Community-based education is a political struggle towards social transformation. Community-based education is part of a critical pedagogical agenda that constantly strives to free education from

RESEARCH METHODS

This study seeks to analyze and describe the implementation of management in improving the quality of community learning activity centers. The type of research used in this study is a descriptive analysis method. According to Mutiara & Koesmawan (2020) that descriptive analysis is an empirical study that investigates a particular symptom or phenomenon in a real-life setting. The results of this study were collected with primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor (Komar et al., 2021), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to Artha (2022) that the method is by transcribing the data, then coding the notes in the field and interpreting the data to obtain conclusions.

Determining the right data collection technique determines the scientific truth of a study. Data collection techniques used in this study are:

Observation

Observation is part of the direct research process of the phenomena to be studied. With this method, researchers can see and feel directly the atmosphere and conditions of research subjects (Rosadi & Herawan, 2021). The things observed in this study are about the implementation of management in improving the quality of community learning activity centers.

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Interview

The interview technique in this study was structured interviews, namely interviews conducted using various predetermined standard guidelines, questions were arranged according to information needs and each question was needed to reveal each empirical data (Brezovszky et al., 2019).

Documentation

Documentation is a data collection technique through existing documents or written records Documentation comes from the word document, which means written things. In carrying out the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. The documentation method is a way of collecting information or data through testing archives and documents. The documentation strategy is also a data collection technique that is submitted to research subjects. The data collection method using the documentation method was carried out to obtain data about the condition of the institution (research object), namely the implementation of management in improving the quality of community learning activity centers. According to Muhadjir in Siregar (2022) states that data analysis is an activity of carrying out, searching for and compiling notes on findings systematically through observation and interviews so that researchers focus on the research they are studying. After that, make a finding material for others, edit, classify, and present it.

RESULTS AND DISCUSSION

In this discussion will be discussed about Planning, Organizing, Implementation, Supervision, and Evaluation of management implementation in improving the quality of community learning activity centers in PKBM Harapanmulya, Tirtamulya District and PKBM TSMD, Cikampek District, Karawang Regency.

PKBM Planning

The development of science and technology has given birth to accelerated changes in all fields, which affect the joints of human life. Responding to changes in the development of an increasingly globalized world, UNESCO applies four pillars of learning, namely learning to know, learning to do, learning to live together, and learning to be. Learning to know contains the meaning of how to learn, learning to do contains the dimensions of human life skills, learning to live together contains the dimensions of multicultural life, and learning to be

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contains the meaning of learning to know identity, abilities and weaknesses as well as competencies mastered to build a better life. continuously intact.

The application of the four learning pillars of UNESCO (in Patriah et al., 2022), namely learning to know, learning to do, learning to live together, and learning to be, gave birth to the concept of a learning revolution. Modern learning models, namely training students to become learning resources, changing passive learning models to active learning, changing factual thinking models to critical thinking, from less active giving response to being proactive in responding, from abstract thinking to being authentic. This change places the role of non-formal education in a strategic position. According to Muchtar & Firmansyah (2023) non-formal education is not only an educational institution in society but also a strategic program that is responsive in overcoming problems faced by society.

Based on the flow above, the implementation of learning programs in PKBM is an educational approach (educational approach) on non-formal education paths based on the convergence of learning needs (learning needs) with learning resources (learning resources) in society, which forms a learning system. As a learning system, PKBM is built on the following five components: (1) learning needs, (2) learning resources, (3) learning programs, (4) study groups/learning forums, and (5) learning activity facilitators.

There are three roles for effective PKBM planning standards, namely: 1) systematically preparing work program plans for administrators, 2) compiling complete work program plans for administrators. Develop a work program plan in a systematic and complete manner which includes programs such as: early childhood education program, community reading center program, elementary school equivalency program (package A), junior secondary equivalency program (package B), and senior secondary equivalency program (package C)), courses, skills courses. According to Hidayat (2021) the effectiveness of a program is when the programs planned are in accordance with the needs of the community, and the programs planned must also be really useful or perhaps applicable as in skills programs by the general public who take part in educational programs.

Based on the results of interviews, the head of the PKBM stated that the three PKBM officials studied always planned the programs to be implemented. This was reinforced by the results of researchers' observations on the PKBM work program book, and it was found that PKBM has several programs, namely: 1) study groups: a. Community reading garden program (TBM), b) Package A, c) package B, d) package C., 2) early childhood education, 3) practical skills courses. In terms of work programs, the two PKBMs have quite a lot of programs, this

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makes it easier for the community to choose programs according to what they need. And this PKBM also determines the vision, mission and objectives of each PKBM studied.

Based on the findings from observations and interviews, it was stated that the purpose of PKBM is because the Community Learning Activity Center (PKBM) is a component of education that aims to develop education outside of school. With the understanding that out-of-school education is as important as school education, the Community Learning Activity Center (PKBM) is a consequence that must also be better than school education in general.

The purpose of PKBM above refers to existing standards, bearing in mind that the center of community learning activities is education that aims to provide benefits/provide education to learning citizens according to their needs and with the understanding that out-of-school education is as important as school education (Setiasari et al., 2022). As a center and source of information means a vehicle for the community to ask for various information about various types of learning activities and functional skills needed by the community. through discussion of the problems faced, As a meeting center between managers and learning resources means a place where various meetings of managers and learning resources (tutors) are held both internally and with the surrounding PKBM to discuss various problems and obstacles faced in managing PKBM and community learning As a learning location that is never dry, it means a place that is continuously used for learning activities for the community in various forms.

From these two PKBMs, the management has met the minimum standard of management, namely the existence of a PKBM Chair, Secretary, and Treasurer where each has a work role in accordance with the mandate that has been given to them. All of which were involved in making the vision and mission of PKBM, as well as developing the goals to be achieved by the PKBM Caring for the Nation's children. In this PKBM, the formula for determining the plan has fulfilled the existing plan, this can be seen from the existence of a systematic and complete program preparation which includes determining the vision and mission, determining the program, objectives, and the work program of the board.

PKBM Organizing

PKBM organizing standards indicate how the program is organized, namely 1) there is a division of tasks for PKBM administrators, this can be determined by the existence of a PKBM structure, each PKBM that stands must create a structure for the sake of the effectiveness of this community learning activity center and this PKBM management structure

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is determined through local community (community) meetings with a minimum structure consisting of three categories, namely: 1) Chairman, 2) Secretary, 3) Treasurer.

Based on the research findings obtained in all of these PKBMs, there is a PKBM management structure, each administrator has been assigned such as Foundation Trustees: Community Education of Karawang City PKBM Chairperson, Secretary, and Treasurer: to learning residents. This reflects that the management procedures in each PKBM have been carried out as efficiently as possible, that it is also explained that the management structure is a standard part of program organization. this means that this PKBM meets management standards, namely: 1) Chairman, 2) Secretary, 3) Treasurer.

And in these two PKBMs the tasks of each administrator were also determined, among which the researchers found out through interviews with Mr. Endin as secretary at this PKBM: What are the tasks of each unit in this PKBM organizational structure, Respondents again explained about each PKBM management function. For the PKBM chairman: As the person in charge of all activities in the PKBM institution, determines and determines the main policies carried out by the PKBM institution, evaluates and submits accountability reports to the coaches on a regular basis about all program activities that take place in the PKBM institution. Secretary: Implement organizational management policies, manage smooth administration and activity reports, compile letters, archive letters, distribute letters and secure PKBM inventory. Treasurer: Receives and records finances, distributes funds as needed, consults the disbursement of funds to organizers, files evidence of money going in and out, and secures PKBM institutional cash. In this management, usually all administrators participate in coordinating, planning programs, formulating program implementation needs, controlling program quality, evaluating program implementation and results in PKBM institutions. Because here we are united to achieve a target from PKBM.

According to Kosasih (2022) in management standards PKBM must have a minimum of three management, namely the Chairperson, Treasurer and Secretary. Where the organizers specified in the structure each have the following duties and responsibilities: a) Chairman: 1) Manage PKBM in a professional, democratic and dignified manner, 2) Together with other administrators formulate vision, mission, goals and activities PKBM, 3) Lead board meetings, 4) Attend invitations to activities on behalf of the institution, 5) Be responsible internally and externally for the implementation of PKBM, 6) Supervise the running of all program activities both in PKBM internal activities and partnership activities with parties other. B) Secretary: 1) Manage secretarial administration, 2) Schedule incoming and outgoing letters, 3) Draft letters,

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4) Take an inventory of PKBM facilities and infrastructure and activities, 5) Compile monthly, semester and annual PKBM data and reports. C) Treasurer: 1) Together with the chairman opens a bank account on behalf of PKBM, 2) Receives and manages finances, 3) Prepares plans for PKBM budget requirements, 4) Issues and distributes PKBM finances as needed and with the approval of the chairman, 5) Records financial transactions on PKBM financial bookkeeping, 6) Prepare monthly, semester and annual PKBM financial reports.

These tasks refer to what was stated by (Sihombing, 2001) that Organizing is a process that includes determining the tasks that must be done, who does the tasks, how to group the tasks, who reports to whom, and where the decisions are made . In terms of organizing the task of the supervisor is dividing the work to members of the group. Organizing is gathering and coordinating the human, financial, physical, informational, and other resources needed to achieve organizational goals. Organizing activities, namely: Attracting people into the company, Defining job responsibilities, Grouping jobs into work units, Arranging and allocating resources, Creating conditions that allow people and other things to work together to achieve success maximum (Ningsih et al., 2022).

According to Lubis (2020) that the function of organizing is to create a dynamic organization. Historically, organizing involved creating an organizational chart by identifying business functions, establishing reporting relationships, and having a personnel department that maintains plans, programs and paperwork. In these two PKBMs, learning schedules have been arranged, namely on Monday, Tuesday, Thursday, Friday and Saturday, specifically for Wednesday and Saturday are holidays. Based on the organizational standards, PKBM must formulate a learning schedule for the sake of learning effectiveness. And the teaching and learning process at this PKBM took place effectively even though there were obstacles in the presence of learning residents. Here the PKBM explains that the absence of learning residents is caused by many obstacles, such as learning residents who are far from where the PKBM is located, as well as learning residents who prioritize their work over studying, maybe this is due to economic problems that are not sufficient enough to require them to prioritize work them instead of studying. As well as for PKBM teaching staff having Honorary Tutors in Formal schools so that becomes a problem.

PKBM Implementation

The terminology related to PKBM is: Central, meaning centralized management, not in the sense of centralizing various PKBM service programs in one place. Centralized

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management of PKBM implementation, especially in terms of problem solving and resource utilization. Learning activities, each program or PKBM service activity is held in a learning setting so that the process and results of the program and service activities that are followed and obtained by the program's target residents must have an impact on changes in knowledge, attitudes and skills. The community is the main target and ultimate goal of every program/service activity designed by PKBM (Arifudin et al., 2022).

On the other hand, the community is also the main target and final target of the facilitation and assistance provided by external parties. According to Suzanni, (2023) facilitation and/or assistance from parties outside the community and community involvement in the implementation of PKBM is oriented towards strengthening the ability of the community to play an active role: (1) as organizers of efforts to fulfill their learning needs; (2) in every decision-making process related to efforts to improve the standard of living and life; and (3) as an initiator and activator for himself and other communities in the surrounding environment. Considering the current characteristics and trend of non-formal education problems towards addressing the real needs of the community, the orientation of the PKBM program as a non-formal education unit is projected towards community education with a Community Based Education (CBE) approach.

According to Arifudin & Ali (2022) Community Based Education emphasizes the importance of understanding the community, its characteristics, needs, weaknesses and strengths it has. In its implementation, CBE is a method that emphasizes how to solve problems by the community, by utilizing the potential of the environment (to help people to help themselves). Community Base Education, developed based on several conceptions as follows: Lifelong education, critical education that emphasizes improving the basic capabilities of the community, enhancing existing capabilities, as well as participation in every activity, andragogy, and learning organizations.

Based on empirical data, PKBM is a PKBM that has been tested to be able to improve quality human resources. The education programs organized by PKBM are generally package A, package B, and C equivalency education programs. Early childhood education programs, life skills education programs (skills courses), and other community education programs are organized according to the needs and potential of the surrounding community environment. However, on average, PKBM has not fully implemented education according to national education standards. This is because not all PKBMs have feasibility in terms of implementation

management, standardization and administrative order and the physical feasibility of institutions as education providers.

In line with the description above, on the other hand, efforts to develop national education through both formal and non-formal education channels continue to be continuously improved as an implementation of the government's commitment to providing quality education as mandated in the preamble to the 1945 Constitution, and the 1945 Constitution. National Education System No. 20 of 2003. The policy on optimizing non-formal education was also strengthened by Government Regulation No. 73 of 1991 concerning non-formal education. Therefore, it is very reasonable for PKBM as a non-formal education unit to receive more attention and to continue to be strengthened as an educational institution that has been proven capable of empowering the community through various educational programs according to community needs.

According to Prasetyo (2023) some basic principles that can be used as a reference in developing and compiling PKBM programs include: a) the program developed by PKBM must be broad so that learning citizens get broad opportunities to develop experiences about the knowledge, skills, attitudes and values that relating to ethics, aesthetics, logic and kinesthetics during learning; b) the program must have a balanced principle where each competency developed in the PKBM program must be achieved through sufficient time allocation for an effective learning process; c) the programs developed by PKBM must be relevant because each program is related to the preparation of learning citizens to improve the quality of life through opportunities, experience, and training in acting and acting responsibly in realizing maturity in thinking, d) programs developed by PKBM must be able to put forward the concept of difference (differentiated), this principle is an individual service effort in which learning citizens must understand: what needs to be learned; how to think, how to learn, and act to develop the potential and needs of each of them optimally.

Based on the results of interviews and observations of researchers, in the implementation of planning at PKBM, on average, the program has been implemented well. Where explained by the head of PKBM that so far both the vision and mission, goals, and also the duties of each manager are in accordance with the mandate given. According to the chairman of the PKBM, in order for effectiveness to run well, one of them is to assign tasks to each administrator, so that they are more focused on their respective duties. The Standards for Assessment of Learning Outcomes in PKBM management are: a) Compiling and/or reviewing standards for assessing learning outcomes and socializing them to educators and students, by

prioritizing the subject matter/primarily, b) Conducting assessments of learning outcomes in accordance with assessment standards (for activities which already has a minimum standard) and implemented in an objective, transparent, responsible and sustainable manner and pays attention to the depth of the material that has been provided by the educator, c) Assessment of learning outcomes is documented in a book listing the values of learning outcomes and carried out repairs or deepening for students who get grades below the standard that has been set, d) The assessment carried out includes all elements of competence and the material being taught, and e) The results of the assessment are conveyed to students and other parties who need them.

Types of Assessment of Learning Outcomes carried out by educators include: 1) Written assessment (Essay test, short entry, multiple choice, true-false), 2) Assessment through observation/observation, experimentation, 3) Assessment of independent and/or group assignments , 4) Portfolio assessment. In addition to the types of assessment mentioned above, educators can also carry out other types and assessment techniques according to their learning objectives.

As explained by (Center for Learning Activity Development, 2001) that the activities in the implementation of PKBM are: (1) Motivating learning residents, (2) Organizing and or developing basic learning materials for learning residents and basic teaching materials for tutors/resource persons; (3) Carry out the teaching and learning process; and (4) Assess the process and results of teaching activities on a regular basis.

PKBM Supervision

Supervision standards only indicate PKBM supervision activities. Based on the findings of the results of research on community learning activity center program planning at PKBM, they always carry out supervision as expressed by the PKBM heads, in interviews with researchers about whether the PKBM Chair always routinely controls the implementation of PKBM management, the PKBM Chairs always carry out routine supervision and supervision it could be in the field of learning or other things with the aim that problems can be found that make the ongoing management of PKBM hampered and ineffective.

Supervision as one of the management activities, is also carried out to achieve the goals that have been previously set. The Ministry of Education and Culture as quoted explains that the main purpose of supervising is to maintain and encourage the implementation of an activity to run effectively and efficiently in accordance with a predetermined plan and applicable laws and policies that have been outlined (Sova et al., 2022).

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PKBM Evaluation

Assessment or evaluation standards indicate two aspects, namely: institutional assessment, which consists of: a) there is an evaluation of program implementation, b) there is an institutional assessment. Whereas the 2nd) assessment of process activities, which consists of : a) assessing the implementation of the process, b) assessing the activities of tutors guiding learning residents. Based on the research findings, there is always an evaluation of community learning activity centers (PKBM), where this is done to correct things that are deemed not to be going according to plan and to maintain programs that are superior or much needed by the community. The description above also shows that the evaluation is carried out by the manager, namely monitoring, interviews, and research so that the PKBM program can be implemented in accordance with a predetermined plan. The process of implementing activities in various fields needs to be controlled and evaluated on an ongoing basis in order to obtain maximum results. Likewise the implementation of PKBM as a forum for developing human resources, therefore determines the steps: (1) Carry out monitoring and control of the implementation of programs/activities; (2) Measuring the level of achievement of the objectives of the preparation; (3) Prepare recommendations on measurement results and input materials for the preparation of an annual work plan; and (4) Prepare an annual report on the implementation of PKBM.

Based on the results of the evaluation of the two PKBMs, they also experienced problems with learning residents, this can be seen from the findings of the researchers as follows: In the field of learning, usually learning residents are often absent on predetermined schedules "Based on the results of interviews and observations, there are obstacles in in the field of learning, namely learning residents who are often absent or not present at the learning schedule, according to PKBM leaders this is because learning residents prioritize their work rather than study. Due to economic factors that require them to prefer their jobs rather than attend to study. However, PKBM heads (Sova et al., 2022).

CONCLUSION

Based on the presentation of the research results, it can be concluded that starting from the research results obtained and the discussion it can be concluded as follows: First, the PKBM management plan has been said to be very effective, considering several results of interviews and observations of PKBM planning if it is seen that it is in accordance with existing standards and guidelines assessment, for example in terms of preparing work program plans, vision and mission, as well as the objectives of each PKBM have been prepared in a systematic, complete

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and innovative manner. So this PKBM planning can be said to be effective because all programs are well planned and efficient without any problems. Second, the organization of PKBM management so far has been well structured, this can be seen from the division of work management, the distribution of tutor expertise, the existence of each resident study group and scheduling which is also well structured in this case the field of organization is also very effective. Third, the implementation of management carried out at PKBM, goes according to the initial plan. This was said to be very effective because based on the results of observations and interviews regarding the implementation of PKBM management, several questions resulted from referring to existing indicators, namely carrying out the learning process, carrying out the learning assessment process, and PKBM also carrying out the final evaluation. However, there is only one obstacle that often occurs in learning residents who are often absent during class time. but this has been followed up by the head of the PKBM by reminding them of the importance of knowledge. Fourth, supervision of PKBM management based on PKBM supervision standards is very effective, it is written that each PKBM must carry out supervisory activities. The aim is to fix things that will become obstacles in the progress of the PKBM. And fifth, at the evaluation stage of PKBM management it can be seen that almost all of the planned programs can be said to be successful. The evaluation stage is also included in the very effective criteria. This can be seen from the various results obtained. However, the PKBM management only has to fix some of the problems that have occurred, and improve the programs that still have to be maintained in accordance with existing management standards.

SUGGESTION

Based on the study above, that there are several suggestions that can be given based on the analysis of the effectiveness of PKBM management that has been presented above. So the researchers provide several suggestions for PKBM, namely: first, PKBM institutions need to carry out the latest innovations to improve the quality and progress of the PKBM itself. Second, the head of PKBM should carry out supervision techniques, not always according to a routine schedule to see real conditions in the field. Because if you only supervise on a predetermined schedule, there will be preparations from the management and PKBM tutors. Third, there needs to be fast and best follow-up on the results of supervision for the progress and sustainability of PKBM. Fourth, the head of the PKBM should provide training to tutors so that they are more

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professional and more skilled in providing teaching to learning residents, and always improve programs according to the needs of the community.

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