

**MANAGEMENT AND GOVERNANCE OF COMMUNITY LEARNING ACTIVITIES CENTERS
IN MAJALENGKA DISTRICT**

Indrayogi¹, Dadang Sudirno²

Universitas Majalengka, Indonesia^{1,2}

indrayogi@unma.ac.id; dadangsudirno@unma.ac.id.

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ABSTRACT

The purpose of this activity is to look at the condition of PKBM management and governance in Majalengka Regency. This study contains a survey on the management of community learning activity centers in Majalengka Regency. This analysis was conducted to determine the level of development and management of PKBM. The analysis carried out in the outline consists of two things. First, analyze the development of PKBM. Second, look at the management of PKBM. The method used is a survey; the sample is PKBM heads throughout Majalengka Regency, totaling 35 people, using interview and documentation technical instruments. The implementation of community service activities is from September 2022 to January 2023. Based on the analysis of studies from the survey results, overall the performance of the PKBM activity process is good but still needs to be improved so that the quality of community education increases. From a management perspective, it needs to be improved, especially in terms of infrastructure, teachers, and education personnel to support learning activities. It can be concluded that the development and management of PKBM in Majalengka Regency are in the good category.

Keywords: Governance; Management; Learning Centers.

ABSTRAK

Kegiatan ini bertujuan untuk melihat kondisi pengelolaan dan tata kelola PKBM di Kabupaten Majalengka. Kajian ini berisi survei pengelolaan pusat kegiatan belajar masyarakat di Kabupaten Majalengka. Analisis ini dilakukan untuk mengetahui tingkat pengembangan dan pengelolaan PKBM. Analisis yang dilakukan secara garis besar terdiri dari dua hal. Pertama, menganalisis perkembangan PKBM. Kedua, melihat pengelolaan PKBM. Metode yang digunakan adalah survei; sampelnya adalah ketua PKBM se-Kabupaten Majalengka yang berjumlah 35 orang, dengan menggunakan instrumen teknis wawancara dan dokumentasi. Pelaksanaan kegiatan pengabdian kepada masyarakat adalah pada bulan September 2022 sampai dengan Januari 2023. Berdasarkan analisis kajian dari hasil survei, secara keseluruhan kinerja proses kegiatan PKBM sudah baik namun masih perlu ditingkatkan agar kualitas pendidikan masyarakat meningkat. Dari segi manajemen perlu ditingkatkan terutama dari segi sarana prasarana, guru, dan tenaga kependidikan untuk mendukung kegiatan pembelajaran. Dapat disimpulkan bahwa pengembangan dan pengelolaan PKBM di Kabupaten Majalengka berada pada kategori baik.

Kata kunci: Tata Kelola; Manajemen; Pusat Kegiatan Belajar Masyarakat.

A. INTRODUCTION

In an endeavor to raise the standard of human resources, education is a fundamental need for people (Asrul et al., 2014). The most fundamental actions in the educational process are one of them: learning activities (Nurdyansyah & Fahyuni, 2016). The creation and execution of lifelong learning rely heavily on non-formal education as a component of the educational system (Suryadi & Mutiara, 2020). Talking about non-formal education encompasses ideas, theories, and principles of education that are not constrained by time, age, gender, race, sociocultural contexts, economies, religions, or other factors (Vindi Agustiandra, 2019). It does not just mean talking about non-formal education as an alternative form of education for the community (Verawati et al., 2021).

Reading and other teaching and learning activities are an integral part of education, whether formal and informal. Everybody may utilize learning as a tool to develop the knowledge, skills, and attitudes they need (Quennerstedt, 2019). Learning can also be done to find solutions to an issue. Because everyone has to deal with new challenges every day, learning is a constant part of life. Everyone must therefore constantly enhance their capacity for analysis and the development of solutions to problems (Lundvall, 2015).

Community Learning Activity Center is a place where all community learning activities in order to increase knowledge, skills/expertise, hobbies, or talents are managed and held by the community itself (Triwinarti, 2020). Community Learning Activity Center is a vehicle to prepare community members to be more independent in meeting their daily needs, including in terms of increasing their income (Himayatrohmah, 2017). In line with the development of science and technology as well as the problems of public education and the need for community education, the definition of Community Learning Activity Center continues to be refined, especially with the development of science and technology, institutional needs, objectives, regional conditions and management models. (Jumrani, 2021). For this reason, Community Learning Activity Center acts as a place for community learning about various knowledge or skills by utilizing the facilities, infrastructure and potential that exist around their environment (village, city), so that people have skills that can be utilized to improve their standard of living (Rizka & Hardiansyah, 2016).

The formation of the Community Learning Activity Center is as a trigger and is temporary, it is the community itself who then has the authority to develop it, that is why the approach in the Community Learning Activity Center program is called community-based education or community-based education with the hope that it can be used as a foothold and starting point for all development component to empower the potentials that exist in society (Sari et al., 2020). There are three important objectives in the development of the Community Learning Activity Center: Empowering communities to be independent (empowered), Improving the quality of life of the community both from a social and

economic perspective, increasing sensitivity to problems that occur in their environment so they are able to solve these problems (Hasan Nadir Giawa, 2019).

Education is an important aspect in the progress of a region as well as being a mouthpiece for the advancement of human resources (Purnamasari, 2021). Good human resources will encourage the birth of awareness of a better life, of course, will be related to regional progress in the economic aspect (Asrul et al., 2014). Because a good education will enable humans to survive in the face of changing times that are increasingly global as they are today (Hoerniasih et al., 2022).

The problem with the quality of education with the most obvious indicator of the low quality of education in Indonesia is the low acquisition of student learning test results (Purnamasari, 2021). The expected result is that the entire program that will be implemented still refers to a systematic, integrated, and sustainable pattern to menu productivity as a result of this learning to produce, improve quality human resources (HR), have relevant skills that are oriented in life every day, the implementation of learning programs according to plan and no one dropped out of school (Nurdyansyah & Fahyuni, 2016). So that the percentage of dropouts from package C equivalent to SMA can decrease (Triwinarti, 2020).

The purpose of institutionalizing the Community Learning Activity Center is to explore, grow, develop and utilize all the potential that exists in the community itself (Karim, 2017). In the sense of empowering all potential and existing educational facilities in the village as an effort to educate the community which is directed at supporting poverty alleviation, with the principle of development in the context of realizing democracy in education (Meilya et al., 2021). On the other hand, the aim of PKBM is to bring the education service process closer, especially the learning service process, which is integrated with various demands and problems that occur around the community environment itself. Efforts to develop institutional management of PKBM are a top priority so that PKBM continues to survive and serve the community in the educational aspect (Verawati et al., 2021). In this coaching effort, creating maximum community involvement is important in the sustainability of PKBM so that it can be independent in line with other non-formal educational institutions (Purnamasari, 2021). It is hoped that the existence and independence of PKBM can alleviate poverty, increase the knowledge and skills of local communities, increase community life skills, through differentiating the potentials that exist in the community (Meilya et al., 2021)

As happened in most PKBMs in Indonesia, PKBM in Majalengka Regency has various problems. The problems that arise are also the fundamental problems of a standing society (Rahayu, 2018). Limited infrastructure, limited funds, lack of motivation to learn from the students, lack of awareness of the people to complete their education, the difficulty of finding the right time between tutors and students, limited availability of competent tutors, the difficulty of obtaining operational permits, the long distance between the students and the students (Purnomo, 2022). Places to learn, lack of public concern in organizing

activities, the difficulty of finding partners to collaborate in order to improve the quality of PKBM, are some of the problems that occur in PKBM (Munifah & Ardiyansyah, 2022).

The basic problem for the government and the people of Majalengka Regency in developing human resources (HR) today is how to utilize all the potential they have to achieve various life goals and aspire to live (Tuz Sa'diyah et al., 2021). These potentials consist of labor, capital, technology, and other natural resources (Nurleni & Widiastuti, 2018). Labor can be categorized according to their knowledge, abilities, and skills, and other sources can be categorized according to their number and level of quality. In addition, it is also realized that, in the role of development as part of the Unitary State of the Republic of Indonesia (NKRI), which is involved in the international community, human resource development in Majalengka Regency is inseparable from national and regional (provincial) development policies. It has also been agreed that the implementation of education in the regions is a shared responsibility between parents, the community, and the district government (Wulandari & Dewi, 2021).

Based on information on PKBM in Majalengka Regency, there is still no attention to it either in terms of management or management, therefore the researchers conducted a survey in real terms about the conditions of PKBM management and governance in Majalengka district.

B. RESEARCH METHOD

Methods and approach this research uses a survey method (Masyn, 2013) which aims to explain and analyze the description of PKBM management and governance in Majalengka Regency. The research process was obtained from data collected through participatory observation techniques, in-depth interviews and documentation studies. The instruments and sources of instrument data in this study were researchers as key instruments, while the informants or data sources were the Heads of PKBM in Majalengka Regency with a total of 35 people, as key information while the Foundations and people directly involved in managing PKBM as a supporting informant. The implementation of community service activities is from September 2022 to January 2023. In determining the sample in this study, the authors used a purposive sampling technique, meaning that the informants taken were not intended to represent the population, but to represent the information needed in this study (DeCuir-Gunby, 2011). The time spent in this activity was approximately 3 months, and the researchers directly visited all PKBMs in Majalengka district. Then for the instrument in the form of direct interviews with the PKBM head regarding the management and management of PKBM (Peers, 1996). Data collection techniques used include: (1) involved observation, (2) in-depth interviews.

C. RESULTS AND DISCUSSION

RESULTS

Results and discussion can be presented using subtitles as needed. The results and discussion contain the data collected during the research process and the analysis of the

data. Each argument must be linked to a literature review in the introductory section. This section does not contain quotations from other sources. This section only contains the research analysis and the researcher's opinion on the research results.

Table 1. List of PKBM Names, Number of Learning Citizens, and Assistance Recipients

NO	NAME PKBM	Number of Learning Citizens Based on Program Level				Type of Assistance Recipient		
		Package A	Package B	Package C	Total	BOP Phase I	Building Raw Materials	Laptops
1	AL AMIN	99	122	262	483	√	-	√
2	AL HIKMAH	0	0	22	22	-	-	-
3	AL IMAN	0	5	13	18	-	-	-
4	AL MAIDAH	0	0	0	0	-	-	√
5	AL MUTMAINAH	0	18	111	129	√	-	√
6	AL HURRIYAH	0	30	254	284	√	-	√
7	AL IKHLAS	5	60	256	321	√	-	√
8	AJ JIHAD	0	67	132	199	√	-	√
9	AN NUUR	0	41	77	118	√	-	√
10	BANGSA PRANA	0	14	75	89	√	-	√
11	BINA INSANI	0	36	66	102	√	-	√
12	BINA MANDIRI	2	71	135	208	√	-	√
13	BINA RAHAYU	2	16	141	159	√	-	√
14	BINA TARUNA	5	118	142	265	√	-	√
15	BUDI UTOMO	0	0	28	28	√	-	√
16	BUSTANUL HIDAYAH	1	178	485	664	√	√	√
17	CINTA DAMAI	2	68	433	503	√	-	√
18	GRAHARI	0	0	129	129	√	-	√
19	HATI NURANI BANGSA	0	12	141	153	√	√	√
20	JAMI AL IKHLAS	13	119	204	336	√	-	√
21	MANARUL HUDA	8	157	273	438	√	-	√
22	MEKAR MUKTI	30	65	211	306	√	-	√
23	MIFTAHUL HUDA	5	86	174	265	√	√	√
24	MULTISARI	18	155	574	747	√	-	√
25	NURUL AKHSAWIYAH	4	73	179	256	√	-	√
26	NURUL HUDA	0	0	0	0	-	-	√
27	RIYADUL ABROR	0	69	429	498	√	√	√
28	SAMUDERA ILMU	0	123	322	445	√	-	√
29	SARIGOLA	0	91	124	325	√	-	√
30	SUGIH MUKTI	0	122	182	304	√	-	√
31	SUMBER ILMU	0	37	228	265	√	-	√
32	SUMBER KAWERUH	12	108	512	632	√	-	√
33	TARUNA BAKTI	0	3	28	31	√	-	√
34	TUNAS BANGSA	0	12	110	122	√	-	√
35	SKB MAJALENGKA	0	57	94	151	√	-	√
TOTAL		206	2133	6656	8995	31	4	33

From the results of interviews with the Head of PKBM and supported by the results of a documentation study: (1) At the beginning of the new school year, the Chairperson of PKBM prepares a human resource development program plan (tutors and employees) (2) The planned human resource development strategy is education and training (3) the planned activities are workshop sharing, KKT and study visits to quality PKBM-PKBMs as well as attitude development activities through tauziah. Based on the results of interviews with PKBM school principals, it can be described the results of the PKBM identification survey activities in Majalengka Regency in the form of interviews as follows:

Constraints in the implementation of PKBM

Almost every PKBM has obstacles in the implementation process, namely the recruitment of learning residents, this is based on the condition of the human resources in the environment around PKBM not realizing the importance of education, besides that there are still many people, especially in rural areas, who are more concerned with their children working than going to school. complete education, some even choose to marry young for women.

Problems that occur in PKBM

Then the problems that were found based on the survey were that in the process of teaching and learning activities it was not optimal, including insufficient study rooms, plus other supporting facilities and infrastructure, not all of which each PKBM had. Besides that, the lack of tutors who have competence in their fields and educational staff who are still lacking so that the PBM process is not optimal. There are also several PKBMs whose learning residents do not take advantage of the time to study, but they prefer to work. And for now, the condition is disrupted by the COVID 19 pandemic, resulting in the teaching and learning process having to be carried out online. Of course this is one of the obstacles in the learning process, not to mention the condition of the area where the signal is not good, or learning residents who do not have tools for online learning. This is also a concern for the government to solve this problem.

Assistance obtained by each PKBM

As for the assistance received by PKBM, including Educational Operational Assistance, Non-Physical BOP, and material assistance, almost every PKBM gets it, but of course the amount varies. Depending on the conditions required by the PKBM. Presumably it is necessary to monitor from related parties to monitor the use of funds and goods obtained, so that the assistance is really used as it should be.

The assistance that each PKBM expects

On average, each PKBM expects financial assistance to complete facilities and infrastructure, add classrooms, improve the quality of educators and education staff with the training and skills needed at the PKBM. Don't forget that the distribution of PKBM alumni may still be considered lower by some people than formal schools.



Figure 1. activities in several PKBM

Institutional governance is the key to successful PKBM management (Suryadi & Mutiara, 2020). Management is the art of managing an organization in order to influence other people to realize the goals to be achieved (Nazir et al., 2021). PKBM management must be carried out with a unified vision and one mission in achieving the desired goals. The roles and functions of management are not only used in the business world but are also used in various fields of life, including in the world of education as well (Neni, 2022). Formal and informal education. Within its scope, management can be divided into strategic management, which is medium and long term and technical and operational management which is short term (Rukmana et al., 2021).

DISCUSSION

National Education System (Depdiknas, 2003) explained that education is a conscious and planned effort to create a learning atmosphere and learning process and planned to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by himself, the community, the nation and the State (Nawindah; Fajarita, Lusi; Purwanto; Ujiandari, 2022). National education is education that is based on Pancasila and the Constitution of the Republic of Indonesia and is responsive to the times (Law No. 20 of 2003) National Education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, Healthy, Knowledgeable, Capable of being Creative, Independent and becoming a democratic and responsible citizen. Community

education serves people who are not served by formal education due to several obstacles faced by the community. Community Education Units include the Center for Community Learning Activities (Ali, A & Mardiaty, 2021). PKBM was founded on the basis of the community's need for education needed in life. PKBM in Majalengka Regency serves people who have problems not getting formal education because of poverty.

To support the implementation of PKBM principles, there are several things that need to be a benchmark for PKBM developers including: a) the quality of human resources carrying out the program, b) the ability to work with certain parties (community, government, and other sources). , c) ability (quality, competence) of learning resources (tutors, facilitators) especially compatibility with the program, d) learning citizens who are interested and need the program being developed, e) representative program support facilities in accordance with program needs, f) community participation in program development, g) control tools (monitoring supervision, and evaluation) of the program, h) other supporting capacities such as models to be developed, materials, modules, or other resources that are in accordance with learning needs and student goals, i) budget to support the program , j) program maintenance so that the program continues to exist, k) future program development (Tisngati et al., 2016).

Research result Jumrani (2021), which shows that the planning of the human resource development program for tutors and staff at PKBM is carried out through workshops, the tutor and employee development strategy is carried out using the "make approach" approach, namely education and training. Supervision of activities is carried out directly and indirectly by the foundation through weekly reports. Budget transparency, and how to cooperate with parents of students in supporting activities at PKBM. Further research Ali, A & Mardiaty (2021), with the result that PKBM applies the concept of integrated quality management well and concentrates on local excellence, namely character building as a strategy to improve quality and achievement. Therefore, to achieve a good PKBM, it is necessary to improve quality human resources and transparent and accountable management.

One of the characteristics that distinguishes it from formal education is flexibility in terms of the age of students, educator qualifications, study time and place of learning (Septiani, 2015). PKBM as a non-formal education unit was originally designed as a center, place and/or place for community learning so that a learning society was formed (Jumrani, 2021). Therefore, in order for PKBM to truly grow and develop a learning community, it is necessary to strengthen institutions, increase the capacity of educators and education staff, improve the feasibility of facilities and infrastructure, transparent and accountable financial management (Kharisma, 2020).

In order to build novel PNF programs, PKBM-PKBM in Majalengka employs a number of different tactics. One of the crucial steps to designing and launching a new program with creative and original value is the formulation of this approach. Undoubtedly, the PKBMs' efforts to keep developing innovative programs are essential to their success

in serving the community. The research locations, the PKBMs, have a variety of program development methodologies to create these program innovations. The PKBM managers attempt to utilize a participatory technique by involving the target community to debate the programs to be designed. This is what they all have in common, though.

D. CONCLUSION

The activities' findings indicate that, in theory, there are no challenges that prevent the program from functioning, but there are elements in the management process. Overall, the PKBM activity process is performing well, but more work has to be done to enhance management and governance, particularly in regards to infrastructure, teachers, and education, so that the percentage growth in community education does not fall short of expectations. Thus, it can be said that Majalengka Regency's PKBM development, management, and governance fall within the good category.

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