Enhancing PKBM Institutional Governance: A Strategic Model for Strengthening Managerial Competence

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Article Info

ABSTRACT

Purpose of the study: This research describes the governance of managers in organizing programs in non-formal education units at Community Learning Activity Center (PKBM) of Al Insan Cikeusi Village Darmaraja District Sumedang Regency. Therefore, this study aims to initiate alternative solutions to the problem by searching and finding a product model of PKBM institutional governance in improving their competence.

Methodology: The research design uses a qualitative descriptive approach. Data collection using interview techniques, observation, and documentation. Data analysis as an interactive model.

Main Findings: The expected research results reveal the design of the PKBM Institution Governance model in improving the competence of PKBM Al Insan managers. The elements of the educational process are very influential on the course of the implementation process, these elements are the manager as the subject of program implementation, the subject being guided (students / learning citizens), the person who guides (educators / tutors), the interaction between students and educators. Likewise, governance, approaches, strategies and techniques in organizing programs are arranged into a unified system that makes more use of environmental conditions. Programs in non-formal education units have met the level of community needs for the importance of education.

Novelty/Originality of this study: The output in this study created a product model of PKBM Institution Governance, national articles, HKI, mass media and governance guidelines and teaching materials for the PKBM Institution governance model.

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1.   INTRODUCTION

Education is a conscious effort made in order to optimize the learning process in a learning environment. Perhaps, individually, a person will not want to learn if there is no education system. Likewise, even if there is an education system, perhaps the individual learning process will not run without a learning system. Therefore, education, learning, and studying are a unity to describe the results of education itself. The criteria for educational results are based on the learning system that is implemented. The success of learning depends on the success of achieving learning objectives. While the main objective of the learning system is the success of students/learners in achieving their goals. According to Asaduzzaman, achieving learning objectives requires a learning designer, namely a teacher/tutor/trainer [1]. As a designer, a teacher has at least three main things, namely as a planner, manager of the implementation of planned learning, and evaluating student success

in achieving learning objectives. The purpose of implementing the PKBM program, conveyed by Field and Leicester, is so that learners have knowledge, skills and attitudes that can be used to develop themselves, work for a living and continue their education to a higher level so that they are ready to face job competition in the future [2]. The core of implementing learning lies in its learning design. Between planning and learning design are different, although learning planning is a series of learning system designs. Thus conveyed by Sarisaltik, and Sarisaltik, that learning design includes how to design materials, competencies (learning outcomes/learning objectives), strategies, and learning evaluations both in the form of tests and non-tests [3].

At the time, the idea of education was primarily connected to educational institutions such as schools and colleges, which required fundamental learning abilities and ultimately led to a vocation. Nonetheless, throughout the course of the past half-century, the idea of education has grown, and the concept of learning that continues throughout one's life has emerged as the most prominent concept in Europe and beyond [4]. As a consequence of this, our understanding of education has developed over time, and the concepts of formal, informal, and non-formal education have come into existence concurrently. A formal education is one that takes place within a system that is structured, adheres to a curriculum that has been pre-defined, and often consists of classes that have learning outcomes and certifications that are intended [5]. Formal education is essential for refugee children because it enables them to acquire information and skills that are acknowledged by the larger community and can lead to possibilities for further study or work. This is why formal education is so vital. Informal education, on the other hand, is education that takes place in everyday life and includes things like community-based training, vocational training, and instruction about life skills. The goal of non-formal education is to achieve explicit learning objectives in a variety of contexts, based on concepts such as democracy, human rights, and social inclusion [6], [7]. Non-formal education takes place outside of schools and does not have curricula, but it is facilitated by an expert. In spite of the fact that there may be overlaps between formal and informal education in the same activity, the goal of non-formal education is to cultivate personal and social skills that enable individuals to take a more active part in their community [8]. On the other hand, it is frequently more adaptive and flexible to the need of particular populations, such as the children of refugees who may have particular difficulties in gaining access to educational opportunities.

It is widely acknowledged that education is a fundamental right of every single human being, and that it is essential for the expansion and development of both individuals and societies [9]. On the other hand, non-formal education is an extremely important factor in the process of enabling individuals to be engaged and responsive. It gives people the opportunity to get knowledge from other people by providing them with the opportunity to ask questions, share their thoughts, and get ready for activities that are necessary for refugee children to break free from their present vulnerabilities. For refugee children who are looking for a way out of their predicament, formal education can be a lifeline. On the other hand, non-formal education can prepare them to become active members of their community or society, which will enable them to respond to issues that are linked to their interests. It has been demonstrated through research that both formal and non-formal education in refugee children can have a beneficial effect on their overall well-being as well as their academic performance. Formal schooling was found to be associated with increased social integration and reduced levels of psychological distress among refugee children, according to a study that was carried out in Uganda [10]. In the meantime, it has been determined that non-formal education programs, such as vocational training, can improve the employability of young refugees [11]. In addition, the mental health outcomes of refugee children are improved when they participate in non-formal education that include activities that learn about social and emotional development [12].

This study examines the concept of enjoyment in relation to non-formal education in the field of technology. Informal learning is a term that is used more frequently than non-formal learning, and it is frequently used to refer to both of these types of learning, despite the fact that they can also be distinguished from one another. The differences between informal, non-formal, and formal education are not necessarily linear or straightforward, but rather lie in the middle ground [13], [14]. This is a crucial point to keep in mind, as it pertains to the variations between these three types of education. In accordance with Mutiara and Kusmawan, the following table provides a summary of the most distinguishing characteristics of informal, non-formal, and formal learning [15]. Comparing informal and non-formal education to formal education, which is recognized by authorities, includes curricula, and in most cases leads to approved degrees or qualifications [16]-[18], is the easiest approach to comprehend what informal and non-formal education are. Non-formal learning is something that is a supplement to formal learning, whereas formal learning can have frameworks that are comparable to those of non-formal learning. Usually it is more flexible and developed by community, groups or workplace oriented agents [19]-[25].

A society that loves to learn can be realized if every citizen always seeks and finds something new and meaningful, improves their abilities, and develops through learning activities. Learning activities have become a necessity of life and a habit of society. Learning activities carried out by every citizen, especially in the Andir Hamlet Area, Cikeusi Village, Darmaraja District, Sumedang Regency, West Java Province, are not limited to just knowing or learning something (learning how to learn), nor learning only to solve problems that arise in life

(learning how to solve problems). The learning activities they carry out in the Andir Hamlet Area, Cikeusi Village, Darmaraja District, Sumedang Regency, West Java Province are directed towards the interests and progress of their lives (learning how to be), learning to do something (learning how to do), and learning to live together (learning how to live together). A society that loves to learn will also be a prerequisite for the growth of an educated society.

This study seeks to investigate the societal status of PKBM and its usefulness as an alternate means of promoting entrepreneurial independence among students. The community establishes a learning activity center to support kids seeking to equalize their education through non-traditional means to achieve academic completion. Generally, community-managed non-formal education programs can be categorized as follows: 1) Literacy initiatives, such as smart home technologies; 2) Economic empowerment initiatives, such as business study groups (KBU); 3) Equivalency programs, including Package A equivalent to elementary education, Package B equivalent to junior high education, and Package C equivalent to high school education; 4) Soft skill enhancement programs, such as ribbon embroidery and decorative sandal creation; 5) Life skills programs, including communication skills training and strategies for capitalizing on business opportunities. Seeing the reality in the field where the population of West Java in 2022 is approximately 49,935,858 people consisting of 25,847,779 men and 23,871,727 women, so that it can cause various problems including: (1) The increasing number of illiterates and children dropping out of school, both elementary and junior high school; (2) Increasing unemployment; (3) The number of poor people is increasing; and (4) Social stability is disrupted and the ability to compete is low. In this case, efforts to overcome these problems through Community Education, have launched several programs that are an elaboration of the Directorate of PAUD and DIKDASMEN KEMENDIKBUDRISTEKDIKTI which include: 1) Early Childhood Education Program (PAUD), 2) Illiteracy eradication program through the Functional Literacy approach, 3) Basic education equivalency program through package A equivalent to elementary school, package B equivalent to junior high school and package C equivalent to high school, and 4) Continuing education programs including Business Study Groups (KBU), Community Reading Parks (TBM), Scholarships, Internships, Courses, and so on.

Through these various programs, one of the efforts taken is through a community-based approach with the Community Learning Activity Center (PKBM) which is also a community education program unit. PKBM Al Insan is located in Cikeusi village, geographically the location is very fertile and the community is active in agriculture and plantations. The Cikeusi community is quite enthusiastic about participating in non-formal education learning activities, especially PKBM which is based on empowerment and skills as a need. The high interest in learning at PKBM has caused various problems to arise, especially in terms of funding, facilities, and the ability of managers and tutors to organize PKBM programs according to community needs. Only a subset can be created, planned, and arranged by the community learning activity center during its implementation. Similarly, PKBM Al Insan, constrained by its capacity to administer educational initiatives, is limited to overseeing the equivalency program. Limitations arise from people resources, financial constraints, facilities and infrastructure, and additional supporting variables. Similar to the issues faced by PKBM overall, the management of PKBM has only been able to implement three programs. In light of the aforementioned factors, PKBM Al Insan adopts an equivalency program, referred to as package A, package B, and package C, to foster participant autonomy. This program aims to reduce the incidence of school dropout among children. Certainly, encompassing diverse information, abilities, and ancillary sciences pertinent to life skills.

2. RESEARCH METHOD

This study employs a qualitative methodology with a descriptive framework, concentrating on data elucidation through statements that convey profound significance derived from the information source and observed behaviors. It aims to investigate how PKBM not only facilitates equality programs but also serves as an alternative venue for cultivating entrepreneurial independence among students. Data gathering was executed through direct interviews, utilizing primary data sources. The collected data comprises a summary of the outcomes from interactions and comprehensive interviews with informants, as well as observational notes derived from interview transcripts, minutes, and direct observations conducted by researchers. Data collection via direct interviews entails the acquisition of information through direct interaction with respondents or participants. This approach depends on primary data sources, indicating that the material is acquired directly from individuals with firsthand experience or knowledge pertinent to the research issue.

The data analysis technique employs stages, with the initial step being exploration or field observation, which involves completing a preliminary study to serve as alternative data that would subsequently define the research subject. At this juncture, the researcher seeks reference materials from prior scholars as corroborative evidence. This study uses a qualitative approach with a descriptive method that does not change the situation or conditions in the field and describes a phenomenon of the implementation of the PKBM program. Data collection was carried out through observation and interviews. The research procedures carried out include 1) the pre-research stage, a series of activities carried out by researchers before carrying out research with the intention

of obtaining information, data, and initial facts that will be the analysis material to determine the direction of the research. 2) the implementation stage, researchers carry out research using previously determined approaches, methods, and data collection techniques. Researchers are tasked with collecting data by carrying out research based on supporting research instruments including observation guidelines, interview guidelines, and several other guidelines. The preparation of interview guidelines made is intended for managers, educators or tutors, and learners or PKBM participants. 3) the data analysis stage, carried out when the collected data is complete because it is part of the process of processing data and facts that have been obtained during the research implementation process. This analysis is carried out by the process of compiling, categorizing, linking, organizing data objectively in order to achieve goals according to the predetermined plan. The data analysis technique used in this study is the Miles and Huberman model [26] which consists of (1) data collection or data collection; (2) data reduction or data reduction; (3) data display or data presentation; and (4) conclusion drawing or verification.

This research used a purposive sampling, referred to as judgmental, selective, or subjective sampling, is a non-probability sampling method where in researchers deliberately choose participants based on particular features, criteria, or skills that correspond with the research objectives. This approach is frequently employed in qualitative research, aiming for profound insights rather than generalizability. The location of the study was carried out at PKBM Al Insan, Cikeusi Village, Darmaraja District, Sumedang Regency with the research subjects as the sample choosen being managers, tutors, and learners or PKBM participants by considering the specialty characteristics seen from the geographical situation, cultural condition and experiences.

3.   RESULTS AND DICUSSION

The Community Learning Activity Center, or PKBM, is an educational institution founded on the recognition of the community's vital role in the advancement of non-formal education. Consequently, the establishment of PKBM within the community aims to serve as a cornerstone for development by harnessing the inherent potentials present in the community. The Community Learning Activity Center (PKBM) serves as a platform that offers knowledge and lifetime educational opportunities to empower all community members. This forum is owned by the community and is administered by and for its members. The Community Learning Activity Center serves as a venue for individuals to engage in educational programs.

3.1. Quality Analysis

The concept of quality is relative where the assessment depends on the perspective used to determine the characteristics of a specific service. In service products, there are 3 quality orientations that contribute to the success of the organization in terms of customer satisfaction, including customer perception, products, and processes that must be consistent with each other. Educational quality is the value and benefits that are in accordance with national education standards for input, process, output, and educational outcomes felt by users of educational services and users of educational results [27]-[31]. Improving quality in educational units cannot run well without a quality culture in all components of the educational unit. Therefore, a quality assurance implementation program is needed.

Quality assurance is a system in quality management, namely a way of managing an organization that is comprehensive and integrated. Quality assurance is one of the efforts to prevent errors in the production process by ensuring that every step taken during the production process is monitored from the beginning of the process. The target is to improve the quality of work, improve productivity and efficiency through improved performance and improve work quality in order to produce products that meet and meet consumer needs. This quality analysis needs to be carried out in a learning program so that students always receive quality services from the program being implemented.

Equivalency education is one type of non-formal education program; nevertheless, in terms of its implementation, it is obviously not the same as formal education in general. In the sense that this education is, in fact, below the standard of formal education, which requires its students to have a mastery of a variety of sciences, the learning process is still carried out in a serious manner, teaching students how essential it is to have a quality of life that can generate advantages for families and society. In addition, there are many different sciences, talents, and supporting sciences that are associated with life skills.

3.2. Quality Mapping

The initial step in a series of quality assurance activities carried out by educational units, each educational unit must be able to compile a quality map or quality mapping. This must be done so that each educational unit can identify its respective strengths and weaknesses related to the achievement of National Education Standards (SNP), so that improvements can be made to achieve or even exceed these standards. A quality map is a visual representation that highlights the quality profile of educational units in a particular area that describes the quality characteristics of educational units based on eight national education standards or it can

be said that a quality map is obtained from a tiered mapping process starting from the educational unit level with output in the form of a quality profile which at the next level is aggregated within certain boundaries [32]-[38]. A quality map as an information medium must be easy for its users, in the sense that there is clarity of information and a fairly high level of map readability so that the quality map is expected to be presented with an attractive appearance, using simple and communicative language so that the purpose of its creation can be achieved. In general, the preparation of an education quality map is used as initial data on real conditions regarding the fulfillment and achievement of eight national education standards and their indicators which can make it easier for stakeholders to prepare program planning and budgeting for improving quality, scope, targets, targets and clear stages.

Students who are adapted to the requirements of the program that is currently being carried out are the ones who are participating in this training. One such example is the fact that PKBM Al Insan has partners in Villa Lembang who are skilled patchwork craftsmen. Students have the ability to be taught how to embroider on patchwork, which can then be used to create objects that have monetary worth. It is possible for the training to be delivered either by instructors from PKBM Al Insan or directly at the location of the craftsman. Students are also permitted to take orders to be worked on in the houses of other students who are judged to be capable of embroidering.

3.3. Governance Description

Governance can be interpreted as the utilization of human resources and other resources to achieve a goal. Governance is also defined as a form or process of organizing political, economic, and administrative authority in managing problems faced by society or the nation by involving all sectors such as the public, private, and civil society sectors. Governance is an interaction system, namely political, economic, and administrative processes are carried out democratically, accountably, and participatory by involving all actors and stakeholders [39]-[41]. Governance or management aims to make available assets utilized so as to obtain the expected outputs or results. In the world of education, utilizing the resources needed to achieve success in improving the quality of existing education is called educational governance. Effective management of the education system in the regions is very important for the success of improving the quality of education by strengthening the capacity of local governments.

Good governance is a governance system that includes good mechanisms, procedures, and procedures in organizing political, economic, and administrative power based on various principles and measures of accountability, transparency, efficiency, effectiveness, and integrity. Furthermore, Merino et al stated that good governance is the management of various public affairs effectively through the creation of legitimate regulations and/or policies in order to always promote community values [42].

The governance or management of education when viewed from the perspective of good governance, involves actors in it which include the government, the private sector, and the community. Educational governance can be said to be good if it meets the criteria of good governance indicators which include: participation, law enforcement, transparency, responsiveness, consensus, equality and justice, effectiveness and efficiency, accountability, and strategic vision.

3.4. Governance Indicators

To realize good governance, there are several indicators that need to be considered [43], including: a) Participation, Every individual has a voice in decision-making, either directly or through the intermediation of legitimate institutions that represent their interests. This participation is built on the basis of freedom of association and speech and constructively; b) Law Enforcement (Rule of Law), There is a guarantee of legal certainty and justice from the application of laws that apply to every individual without discrimination. Every public policy and law must be formulated, made, and implemented based on standard procedures that have been institutionalized and known to the general public and have the opportunity to evaluate them; c) Transparency, A form of government openness to other parties about things that have been done, whether in the form of policies, programs, projects, and so on. Transparency is built on the basis of the freedom of information flow that can be directly received by the parties in need so that information must be understood and monitored; d) Responsiveness, Able to respond to community needs, especially those related to basic needs and human rights. This requires sensitivity to community aspirations where various institutions and processes must try to serve every stakeholder; e) Consensus (Consensus Orientation), Good governance mediates different interests to obtain the best choices for broader interests, both in terms of policies and procedures. If there are fundamental differences in society, they will be resolved through discussion or deliberation to become a consensus; f) Equality and Justice (Equality), Every individual, both men and women have the opportunity to improve or maintain their welfare. In this case, it must ensure that all parties can be involved in the political process without exception; g) Effectiveness and Efficiency (Effectiveness and Efficiency), Every process and institution should produce something as well as possible in accordance with what has been outlined using various available sources; h) Accountability (Accountability), This accountability depends on the organization and the nature of

the decisions made, where the decisions are made for the internal or external interests of the organization. Decision makers are accountable to the public and stakeholder institutions; i) Strategic Vision, Public leaders must have a broad and forward-looking perspective on good governance and human development so that it is in line with what is needed in development.

3.4. Planning Model for Community Learning Activity Center (PKBM) Management

According to UNESCO explains that PKBM is an educational institution that is organized outside the formal education system and is directed at the community, managed by the community itself and provides opportunities for the community to develop their abilities and skills in order to improve their quality of life [44]. PKBM as a non-formal educational vehicle that is established and managed by a particular community or local community that specifically has a concentration in various learning and community empowerment efforts, especially marginalized local communities according to the dynamics of the needs of the community [45]-[48]. To organize out-of-school education such as PKBM, there are various management functions which include planning, organizing, motivating, conforming, evaluating, and developing [49]. The initial stage carried out in organizing out-of-school education or creating a program is planning. Planning is a process for preparing a series of decisions to take action in the future leading to the achievement of goals and related to what, when, by, who, where, and how it is implemented. According to Chotim, planning in educational organizations is considered important because it is a satisfying way to make the organization stand tall and progress as a system [50].

Planning in non-formal education has several characteristics, namely: (1) is a rational decision-making model in choosing and determining various actions to achieve goals; (2) oriented towards changes from the current state to a state expected in the future according to the goals to be achieved; (3) involves people in a process to determine and find the expected future; (4) provides direction on when and how an action will be taken and the parties involved in the action; (5) involves estimates of all activities to be carried out; (6) relates to determining priorities and the sequence of actions to be taken; and (7) becomes the starting point in determining the direction of organizing, mobilizing, coaching, assessing, and developing activities.

The steps in planning non-formal education include: a) Preparation, Reviewing policies or types of programs to be implemented and prioritized programs, conducting direct identification of target groups as a review of community learning needs; b) Implementation or Program Preparation, Carrying out potential identification activities and selecting program targets, processing data, preparing proposals, and providing motivation to prospective learners or students; c) Assessment, Carrying out evaluation or assessment activities and analyzing the evaluation results that have been obtained.

At PKBM Al Insan, the teaching staff or tutors are recruited from those who are already experienced and knowledgeable in their respective disciplines. All of the instructors and tutors have at least a bachelor's degree degree. It is anticipated that teachers will be able to impart their expertise and experience to their pupils in order to demonstrate their excitement for the subject matter. On the other hand, it is impossible to deny that the process of teaching and learning is an essential component in the process of character transmission. Because of this, we at PKBM Insan Karya approach the selection of tutors and professors with a great deal of discretion. The Tutor is responsible for the following tasks and responsibilities in this scenario: preparing schedules, preparing learning plans, making teaching materials and media (visual aids), teaching, training, and guiding, assessing learning progress, conducting learning evaluations, and making reports on the learning outcomes of students. In this scenario, the Tutor plays a role in helping the teaching and learning process.

Based on the aforementioned findings, it can be oriented towards numerous additional aspects like implications, novelty, limitations, and recommendations. Initially, these findings can assist policymakers in formulating specialized capacity-building initiatives for PKBM (Pusat Kegiatan Belajar Masyarakat) administrators. The strategic model can function as a framework for PKBM administrators to execute more efficient and transparent management processes. The concept can also offer insights into sustainable management techniques that may be implemented in other community-based educational institutions. Secondly, this research yields several novel findings, including the proposal of a comprehensive approach that integrates leadership, financial management, and stakeholder engagement specifically designed for PKBM. It emphasizes the significance of local wisdom and participatory management in improving governance effectiveness and offers data-driven insights derived from actual PKBM institutions, thereby reinforcing the practical applicability of the proposed model. This research has limitations due to its focused perspective, which is based on selected PKBM institutions, thereby restricting generalizability to other regions or contexts. Additionally, it primarily concentrates on PKBM managers, whereas insights from learners, facilitators, and policymakers could enhance the analysis. Lastly, for individuals concerned with or interested in related research topics, the following recommendations are pertinent: policymakers and educational institutions ought to establish continuous training programs for PKBM managers focusing on leadership, financial management, and digital literacy; governmental and non-governmental organizations should offer financial and policy support to strengthen PKBM governance frameworks; and PKBM institutions must implement digital tools for administrative management, data tracking, and stakeholder engagement.

4. CONCLUSION

To plan the PKBM institutional governance model in improving the competence of PKBM Al Insan Cikeusi Village managers, several stages are carried out, including the first, preparation including activities to review policies and types of programs to be implemented and which are priorities, as well as identifying the learning needs of target groups so that the activities held can be in accordance with needs. Second, program preparation includes activities to identify potential targets, conduct target selection, process data, prepare proposals, and motivate prospective learners. Third, assessment includes evaluation activities and analysis of the evaluation results obtained. Therefore, PKBM managers always have and learn the ability to do things that are included in the institutional governance planning process, and even continue to develop or improve these abilities to be able to realize better governance than the standards that have been set so as to contribute to the progress of the institution. The research results exposed in this research also can be utilized as the main references to build a new theory or concept related to PKBM activities as part of community activity learning center. As addition, there are some prospective implications can be afftected in wider perspective by this model covering; The results can serve as a resource for policymakers in the development of programs that are specifically designed to enhance the capacity of administrators of PKBM (Pusat Kegiatan Belajar Masyarakat). The strategic model can be used as a framework for PKBM administrators to implement more efficient and transparent management practices. Enhanced managerial competence results in improved educational service delivery, thereby enhancing the character of non-formal education. The model offers a perspective on sustainable management practices that can be adapted to other community-based education institutions.

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