PERENCANAAN PEMETAAN MUTU SATUAN DAN PROGRAM PADA PKBM DI JAWA BARAT

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Abstrak: Implementasi program pemetaan mutu satuan PKBM menjawab fakta persoalan yang kerap terjadi pada setiap lembaga non formal, khususnya adalah permasalahan dalam operasional kelembagaan. Berdasarkan studi pendahuluan alasan yang kerap muncul dilontarkan oleh para pengelola PKBM adalah perlunya biaya untuk operasional kelembagaan, kompetensi pendidik yang belum memahami pendekatan andragogi pada pelaksanaan pembelajaran, kemudian kepedulian dari pemerintah dalam dunia pendidikan non formal. Melalui kajian ini, berupaya untuk menciptakan berdasarkan pada analisa kebutuhan masyarakat. Penelitian ini bertujuan untuk mendeskripsikan pengelolaan mutu satuan dan program PKBM yang menekankan prinsip pengelolaan program pendidikan masyarakat. Untuk mengungkap data dan informasi tersebut, maka peneliti menerapkan studi deskriptif dengan pendekatan kualitatif yaitu mengungkapkan kedalaman data dan informasi berdasarkan rumusan penelitian serta pertanyaan penelitian yang akan diungkap yaitu bagaimana pengelolaan pemetaan mutu satuan dan program PKBM. Pada pengelolaan program terbagi kedalam tiga tahapan yaitu, tahap perencanaan, pelaksanaan, dan evaluasi. Dari ketiga tahapan tersebut dalam pelaksanaannya selalu diawali dengan menganalisis kebutuhan, lalu menyusun desain forum yang dianjurkan dengan pengembangan bahan diskusi, kemudian diakhiri evaluasi.

Kata-kata Kunci: Konsep Pengelolaan, Konsep Pemetaan Mutu, Konsep PKBM.

PLANNING OF UNIT AND PROGRAM QUALITY MAPPING AT THE COMMUNITY LEARNING ACTIVITY CENTER (PKBM) IN WEST JAVA

Abstract: The implementation of the quality mapping program for PKBM units answers the facts of problems that often occur in every non-formal institution, in particular, problems in institutional operations. Based on the preliminary study, the reasons that often emerge raised by PKBM managers are the need for costs for institutional operations, the competence of educators who do not understand the andragogical approach to the implementation of learning, then the concern of the government in the world of non-formal education. Through this study, trying to create based on the analysis of community needs. This study aims to describe the quality management of the PKBM units and programs that emphasize the principles of managing community education programs. To reveal the data and information, the researcher applied a descriptive study with a qualitative approach, which was to reveal the depth of data and information based on the research formulation and the research questions to be revealed, namely how to manage the quality mapping of units and the PKBM program. Program management is divided into three stages, namely, the planning, implementation, and evaluation stages. Of the three stages in its implementation, it always begins with analyzing needs, then compiling a recommended forum design with the development of discussion materials, then ending with an evaluation

Keywords: Management Concept, Quality Mapping Concept, PKBM Concept

INTRODUCTION

Community learning activity center (PKBM) Pioneered to improve the ability of the community to uphold peace, mutual assistance, and community participation, so that according to Unesco (1998) in Mustafa kamil (2009, p. 85) states that the center of community learning activities is an educational institution organized outside of formal education for rural and urban communities managed by the community directly to empower the community, developing potential to help the community to get education, related to this the center of community learning activities is as a place to develop the interests and talents of the community as for other opinions The Community Learning Activity Center (PKBM) is one of the Non-formal Education (PNF) units that is conceptually community-based and is required to always make innovations to give birth to community empowerment programs that newer, transformative character, and can be a best practice by not leaving the characteristics of local wisdom and excellence as added values to educate and at the same time prosper people's lives (Rizka, M.A &; Hardiansyah, R. 2016).

To improve PKBM as a means of community learning, information providers, places to exchange knowledge, and places as coordination in utilizing the potentials that exist in the community (Sihombing, 1999; Fasli Jalal &; Dedi, 2000), Directorate General of PLSP in the last three years has provided grants to several universities to provide assistance, namely helping to solve technical problems faced by PKBM both in planning, implementing and evaluating the implementation of educational programs in PKBM in the sense that the presence of PKBM can solve problems in the community.

We can ensure that many of the managers of community educational institutions have little difficulty and obstacles in managing programs in educational institutions. Considering that if there is a problem in the institution, it will disrupt the learning implementation process. Therefore, managers of community education institutions need to mediate with related parties, especially the government in assisting managers in resolving these obstacles.

An important goal in the development of PKBM according to Sihombing and Gutama in Saepudin, Saepudin, Sadikin, and Saripah (2016) is first, empowering the community to be able to be independent (empowered). Second, improving the quality of life of the community both in terms of social and economic. Third, increase sensitivity to problems that occur in the environment so as to be able to solve these problems.

In addition to facilitating and providing learning, according to Sudjana (in Gunartin 1991, p. 32) PKBM has the following duties: (a) to provide learning to learning participants to improve skills, the ability to communicate and adapt to environmental changes in the future, as well as the ability to solve life problems, (b) empower learning participants to be able to change goods that no longer have economic value into useful and economic value.

Currently, the quality mapping program held is only limited to knowing the development of a non-formal educational institution, considering that this quality mapping even though it has been done well, it is observed that there are still many of several institutions that have difficulty improving the quality of these educational institutions. The role of the government in helping these community educational institutions needs to be considered to always move to empower the community and also the role of institutions can also provide access to educators in these institutions to improve competence in learning at the institution.

Related to the purpose of education according to Delors, which later became known as the 4 pillars of education version of UNESCO (1996) that must get attention, namely: (i) Learning to know, to know; (2) learning to do, learning to be himself; and (4) learning to live together, learning to live together with others.

Meanwhile, the objectives of education according to UNDP in the Human Development Report 1999 (In Rifai, 2011, No. 51-52) are as follows: (1) Freedom from discrimination; free from discriminatory treatment, (2) Freedom from fear; freedom from fear, (2) Freedom of thought, speech and participate; freedom to think, speak

and participate, (4) Freedom from want; free from various desires, (5) Freedom to develop and realize, free to develop and realize, (6) Freedom from injustice and violations; freedom from injustice and violence, (7) Freedom from undecent work; free from improper work. From this explanation that the purpose of education can be aligned with the objectives of community education.

Regarding the low quality of education according to Husaini Usman (In Maswan, 2015 p. 197) explained that the factors of low quality of education are (1) Policies in the implementation of education still apply many educational production function approaches or inconsistent analytical inputs; (2) The implementation of education is carried out centrally and (3) The role of the community, especially the parents of students, in the implementation Education is still very low.

According to the Ministry of National Education (2005, p. 4) which is an indicator of school quality assessment, adapted from school components based on standards set by the National Accreditation Board for Schools/Madrasah (BAN-S/M). The standards that become school quality assessments are divided into three, namely: 1) input standards, covering aspects of education personnel, student aspects, aspects of facilities and financing, 2) process standards include, aspects of curriculum and teaching materials, aspects of PBM, aspects of assessment, aspects of management and leadership, 3) output standards, covering 2 aspects of student learning achievement, aspects of educator and principal achievement, and aspects of school achievement.

According to Hasibuan (2004, p. 2) management or management is a science that manages the state of resources, both human and natural resources. Meanwhile, according to Sudjana (2004, pp. 16-17), management or management is a special ability and skill to carry out an activity either with others or through others in achieving organizational goals. In preparing a program at an institution, there needs to be planning or planning to provide direction in implementing a program at the institution and in line with according to According to Sudjana (2004, p. 57), planning is a systematic process in making decisions

about actions that will be carried out in the future. It is called systematic because planning is carried out using certain principles. These principles include decision-making processes, scientific use of knowledge and techniques, and organized actions or activities in the sense that planning is the first step in formulating a program to be implemented.

Then the next is to carry out an implementation or Implementing or Actuating According to Sudjana (2004, pp. 146-147), mobilization or implementation can be interpreted as a leader's effort to move a person or group of people led by cultivating encouragement or motive in the people led to carry out the tasks or activities given to him in accordance with the plan in order to achieve organizational goals. Furthermore, Sudjana (2004, p. 148), suggests several elements of mobilization, namely situations, mobilizing efforts, and purposeful activities. From this implementation, some strengthening can be done during the implementation of community education programs by making several activity designs or designs in the implementation of programs in community education institutions, it can be concluded that for self-implementation is related to formulating the technicalities to be implemented in a program.

Next is to evaluate or evaluate According to Suharsimi Arikunto (2004, p. 1), evaluation is an activity to collect information about the work of something, which then the information is used to determine the right alternative in making decisions. In this case, evaluation is very important after conducting the program to find out the disadvantages and advantages of a program that has been implemented and to provide input for the program that will be implemented next.

Then it is also necessary to evaluate policies in the quality mapping process, considering that policies are one component in determining the quality procedure system itself. Policy evaluation should be understood as a process of a positive nature related to estimation, numbering, and assessment of the value or benefit of policy outcomes, (Akdon, 2007 p. 180). Thus, the results of policy evaluation will culminate in a policy analysis process which according to Dunn consists of the

following steps; (1) problem identification, (2) problem formulation, (3) alternative formulation, (4) preparation of alternative selection criteria and methods, (5) results of policy alternative selection, (6) preparation of policy recommendations, and (7) policy implementation plan.

Regarding the management of community education programs, a manager needs to adopt program management theories to be applied in running community education institutions, currently community education programs can already carry out what is applied to theories related to community education institutions, of course, to manage an institution requires support and experience in managing community educational institutions, regarding support from other parties It is also very necessary to support and assist managers in managing community education programs.

From the results of the interview, there were several results such as the lack of knowledge and experience of educators in learning with general learning citizens and different from formal schools in general, then the lack of operational costs of assistance to institutions in improving facilities to support learning, then another obstacle is the government's attention to concern for public education in Indonesia in general, considering that non-formal education is very It is needed by the community to be able to get proper education.

This quality mapping program is a positive effort to equip knowledge to managers of community education institutions in facing obstacles in when executing the program. But not only that, this discussion program can also provide positive activities to institutions and governments to be able to Provide mediation to non-formal educational institutions to improve community education programs. The importance of this quality mapping discussion to improve community education programs. It is hoped that through this program, the insight and skills of managers regarding quality mapping will increase so that obstacles in running a community education institution can be implemented properly.

However, in the Indirect Letter of the Minister of Education and Culture Number four of 2020 concerning the Implementation of Education Programs During the Emergency Period of the Spread of the Corona Virus (Covid-19), one of them is the cancellation of the 2020 National Examination Program which includes inspection of Package A, Package B, and Parity Package.C. Circular Letter Number Nine of 2020 concerning the Implementation of the Equalization Process Policy for Package A, Package B, and Package C Graduates for the 2019/2020 Academic Year, so far it is stated that the implementation of Package A, Package B, and Package C is very important. The Equality Education Examination Program, especially Package A, Package B, Equivalent Education Test Program, and Package C through primary evaluation carried out using literacy units simultaneously with the results of the division of the Education Test Program Package A, Package B, and Package C linked as the same starting point. The Equality Education Examination is conducted with the following conditions: :

in the form of a test that cannot gather students,

in the form of a portfolio of previously obtained report cards and achievements, assignments, online tests, and/or other forms of remote assessment,

Learning Activity Centers (SKB) and Community Learning Activity Centers (PKBM) that have conducted the Equality Education Examination before the issuance of this circular can use the assessment results to determine student graduation,

SKB and PKBM who have not carried out the Equality Education Examination can use the last five semesters. The even semester grade of the last class can be used in addition to the passing grade.

In addition, Goverement Letter (SE) Number 1 of 2021 concerning the Cancellation of National Examinations and Equality Examinations and the Implementation of School Examinations during the Emergency Period of the Spread of Corona Virus Disease (COVID-19), which was signed through the Minister of Education and Culture. and Culture of the Republic of Indonesia Nadiem Makarim in Jakarta on February 1, 2021 That the National Examination (UN) and the 2021 Equality Exam can be officially abolished.

With the cancellation of the National Examination and Equalization Exam in 2021, the National Examination and Equivalency Examination are no longer original demands or options for entering a better academic position. Students are declared graduated from academic units/programs (along with the Equalization program) with the following conditions: :

(1) complete learning programs during the COVID-19 pandemic as evidenced by report cards every semester;

(2) obtain a minimum good attitude/behavior score; and,

(3) Take an exam organized by the education unit. This also applies to equality education participants.

Therefore, these conditions are worried that the exam results do not reach the graduate competency standard (SKL). Competency Standards for Graduates from Various Levels, namely:

1. SD/MI/SDLB/Package A is to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and attend further education.
2. SMP/MTs/SMPLB/Package B is to improve intelligence, knowledge, personality, noble character, and skills to live independently and attend further education.
3. SMA/MA/SMALB/Package C is to improve intelligence, knowledge, personality, noble character, and skills to live independently and participate in education to further support higher education.

The success of the SKL essentially rests entirely on the Package C class, in the form of motive treatment and a preface to the load in the form of unit value weights (SKK) that must be taken with the help of scholars. The composition of the main motives is based entirely on the BSNP estimation letter Number 0110 / SDAR / BSNP / IX / 2019, the names of the UN exam motives are as follows, Indonesian, Mathematics, English, and One of the important challenges being tested. Contextually and functionally, SKK is the success of getting to know the package, either through face-to-face, tutorials, or singly. SKK can also be the end result of an exchange of unprejudiced credit scores incorporated from informal, formal, coursework, capacity, and habituation education. In addition, grounded entirely on the addition of undergraduate creativity to acquire the practical capacity representative of Package C programs, they are also needed to have entrepreneurial capacity. Thus, Package C Test must be a commensurate combination of the above 3 effects, specifically (1) the application of the content is substantially based entirely on the class structure, (2) the SKL is separate from the elaboration in feting form. immersion and immersion of credit score switches, (3) General practical abilities of Package C, particularly entrepreneurship.

RESEARCH METHODS

The approach used in this study is a descriptive qualitative study, prioritizing the emic view, which prioritizes the views of informants without coercion from researchers. For collection. The data was carried out by conducting observations, interviews, informants of this research were 30 managers who were carried out by surveying data through application media. Data analysis is carried out through several stages, namely: the work of writing, editing, classifying data, reducing, interpreting data or interpreting.

RESULTS AND DISCUSSION

Result

In developing the quality of PKBM quality, management is definitely needed because humans have limited abilities. Management or management is a specific ability and skill to carry out an activity, either with others or through others in achieving organizational goals. Management is an activity carried out together and through people and groups with a view to achieving organizational goals. Management includes several functions, the five functions of management are planning, organizing, mobilizing, supervising, and appraising. Researchers revealed that the results of the interview were as follows:

1) The quality of educators is the most important thing in carrying out a learning, in this case many of the respondents managing PKBM have these obstacles, related to this there is a need for coaching and training programs for educators in

understanding the method of andragogy approach to learning, considering that in an institution not only learning citizens of the same age but with an age above that of an educator, Therefore, there is a need for reinforcements for educators to be able to develop an andragogy approach to learning.

2) There needs to be operational assistance from the government to activists and managers of community educational institutions, in this case it is cost assistance for underprivileged people to take education and operational assistance for PKBM facilities and socialize the existence of non-formal education to the community accompanied by providing programs to managers and educators to improve the quality of learning in community educational institutions.

3) As for the opinion of the community education lecturer team who stated that there are several training models that can be used in improving the quality of the PKBM program and the quality development work cycle can be considered in planning, implementation, evaluation. Then it can also provide reinforcements and training to educators to carry out learning well. There needs to be a redesign in supporting community education programs by adopting humanistic theory to support design in community education programs.

4) The qualifications of educators according to the distribution of questionnaire data are 83.3% come from the S1 education level and 16.7% come from the high school level, from these results it can be concluded that the qualifications for educators in community educational institutions are still dominated by S1 graduates and considering the minimum standard to become an educator is S1 and has educational standards.

5) Regarding the number of educators in community education institutions is around 87.5% for more than 8 educators, while 5% are those who reach 5 educators. So from these results it can be concluded that the number of educators in PKBM institutions is appropriate and there is no shortage of educators in PKBM institutions.

6) Then for the curriculum used in PKBM institutions is more dominant using the 2013 curriculum which reaches 91%, therefore many of the PKBM institutions use the 2013 curriculum in carrying out learning at the institution.

7) Furthermore, for students who take part in learning activities according to the range of numbers reaching 95.8% with a percentage of students reaching more than 20, in this case if the number of students in an institution must be balanced with the condition of educators in the implementation of learning, considering that from these results the teaching staff reaches more than 8 people and therefore the learning situation can be balanced with the condition of educators in PKBM institutions.

8) The work of participants who have participated in learning at educational institutions is various, including 41.7% continuing to work, 37.5% pursuing careers in other activities and for 12.5% continuing to a higher level to 8.3% continuing as entrepreneurs.

9) A greater proportion of learning hours apply more theoretical hours than practice hours and meanwhile there are also those who apply more practical lesson hours than theoretical hours. Therefore, the proportion of learning hours from each PKBM institution varies depending on the proportion applied by institutions and educators.

10) The learning method applied by each PKBM institution is more that apply more than 1 method, considering that to make it easier for educators to carry out learning in class and for the equipment available at PKBM is 60% above 20 equipment and 30.4% reach less than 10 equipment.

11) The amount of funds available to each institution according to survey data is 31.8% by reaching 50 million for funding PKBM institutions and there are up to 100 million for funding PKBM institutions to support the sustainability of the program. And considering that this fund is mostly from the government by reaching a percentage of 78%, therefore the amount of funding provided by the government to support facilities in the PKBM institution.

The type of assessment applied by

PKBM institutions is more dominant in the national exam which reaches 73.9% and several other types of assessment, namely individual assignments and midterm exams

Then from the opinions of the speakers listed, there were some reinforcements conveyed through surveys quoted from respondents managing West Java PKBM as follows :

CONCLUSION

In this study, researchers can conclude several things, among others: Sirnajaya Village, Sukamakmur Sub-district, Bogor Regency is not yet eligible to become a child-friendly rural tourism free of exploitation because it still needs some improvements, especially those related to policies, facilities and infrastructure, quality of human resources and community involvement. The suggested strategy is to change the strategy, meaning that the current management organization is advised to change the tourism development strategy if it wants to develop exploitation-free child-friendly tourism, including the existence of policies (village regulations) that support exploitation-free child-friendly tourism, equipping and improving existing facilities and infrastructure so that they are more child-friendly, the need for education of tourism managers on the importance of exploitation-free child-friendly tourism, and community involvement as social control and maintaining environmental sustainability carried out in synergy with tourism managers, tourism awareness groups (Pokdarwis), law enforcement officials and related agencies

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