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## MANAGEMENT OF QUALITY MAPPING UNITS AND PKBM PROGRAMS

Oong Komar<sup>1</sup>, Nunu Heryanto<sup>2</sup>, Cucu Sukmana<sup>3</sup>

<sup>1,2,3,4</sup> Program Magister Pendidikan Masyarakat IKIP Siliwangi

<sup>1</sup>oongkomar@upi.edu, <sup>2</sup>nunuheryanto@upi.edu, <sup>3</sup>cucusukmana@upi.edu

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### Abstract

The implementation of the quality mapping program for PKBM units answers the facts of the problems that often occur in every non-formal institution, especially problems in institutional operations. Based on the preliminary study, the reasons that often raised by PKBM managers are the costs for institutional operations, the competence of educators who do not understand the andragogy approach in the learning implementation, then the concern of the government in the world of non-formal education. This study was 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 researchers applied a descriptive study with a qualitative approach, namely revealing the depth of data and information based on the research formulation and the research questions, that is how to manage the quality mapping of the unit and the PKBM program? The program management is divided into three stages, namely, the planning, implementation, and evaluation stages. Each stage in its implementation 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

### Abstrak

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 kunci:** konsep pengelolaan, konsep pemetaan mutu

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### INTRODUCTION

Community learning activity centers (PKBM) are built based on community needs by emphasizing self-reliance, cooperation, and community participation. According to Unesco

(1998) in Mustafa Kamil (2009, p. 85) states that the center of community learning activities is an educational institution that held outside the formal education system directed at rural and urban communities managed by the community itself and providing opportunities for them to develop community skills and abilities to improve their quality of life. In another opinion, Community Learning Activity Center (PKBM) is one of the Non-formal Education units (PNF) that is conceptually based on community and demanded to always make innovations to create new community empowerment programs, with transformative characteristics, and become best practices without leaving the characteristics of local wisdom and excellence as added values to educate and at the same time improve people's lives (Rizka, MA & Hardiansyah, R. 2016).

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

Important goals in developing PKBM according to Sihombing and Gutama in Saepudin, Saepudin, Sadikin, and Saripah (2016) are; First, to empower people to be independent (empowered). Second, to improve the life quality of the people both from a social and economic perspective. Third, to increase sensitivity toward problems that occur in their environment, so they can solve these problems.

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

Currently, the quality mapping program that is held is limited to know the progress of a non-formal education institution. Even though it has been done well, it is observed that there are still many institutions that have difficulty improving the quality of their institution. The role of the government in assisting these community education institutions needs to be considered to empower the community and provide access to educators in these institutions to improve their competence in the teaching process.

Related to the purpose of education, according to Delors, which known as the 4 pillars of education according to UNESCO (1996) that should receive attention, namely: (1) Learning to know, to know; (2) learning to do, learning to be himself; and (4) learning to live together, learning to live together with other people.

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, (2) Freedom from fear, (3) Freedom of thought, speech and participate, (4) Freedom from want, (5) Freedom to develop and realize, (6) Freedom from injustice and violations, (7) Freedom from indecent work. From this explanation, the objectives of this education can be aligned with the goals of public education.

In connection with the low quality of education according to Husaini Usman (In Maswan, 2015 p. 197) explains that the factors for the low quality of education are (1) Policies in education implementation still apply the educational production function approach or inconsistent analysis inputs; (2) The administration of education is carried out in a centralized manner and (3) The role of society, especially parents of students, is still very low.

According to Hasibuan (2004, p. 2), management is the science and art of regulating the process of utilizing human resources and other sources effectively and efficiently to achieve certain goals. Meanwhile, according to Sudjana (2004, pp. 16-17), management is the ability and special skills to carry out an activity either with other people or through other people in achieving organizational goals. It can be concluded that the implementation of management is a series of activities to plan, organize, mobilize, control, and develop all efforts to regulate and utilize human resources, facilities, and infrastructure efficiently and effectively to achieve the stated organizational goals.

In compiling a program in an institution, it is necessary to have careful planning before implementing a program. According to Sudjana (2004, p. 57), planning is a systematic process in making decisions about actions that will be done in the future. It is called systematic because planning is carried out using certain principles. These principles include the decision-making process, the use of scientific knowledge and techniques, and organized action or activity.

Next is Implementing or Actuating. According to Sudjana (2004, pp. 146-147), the movement or implementation can be interpreted as an effort by the leader to mobilize a person or group of people. The leader fosters or motivates the people they lead to perform tasks or activities assigned to him to achieve organizational goals. Furthermore, Sudjana (2004: 148), suggests several elements of movement, namely situations, efforts to move, and activities that have a purpose. To strengthen the implementation of community education programs, several activity plans or designs can be done.

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

Regarding the management of community education programs, a manager needs to adopt program management theories which will be applied in running a community education institution. Currently, the community education program can carry out the applied theories related to community educational institutions. To manage an institution, support and experience are needed 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 teaching general students which is different from formal schools in general, then the lack of operational costs for assisting and improving facilities to support the learning process, another obstacle is the government's attention toward public education in Indonesia. This non-formal education is needed by the community to get a proper education.

This quality mapping program is a positive effort to provide knowledge to managers of community educational institutions in facing obstacles during program implementation. Not only that, but this discussion program can also provide positive activities for institutions and the government in providing mediation for non-formal education institutions. The importance of the discussion on quality mapping is to improve community education programs. Hopefully, through this program, the manager's insight and skills regarding quality mapping will increase, so the obstacles in running a community education institution can be implemented properly.

## **METHOD**

The approach used in this research is a qualitative study, by prioritizing the emic view, which emphasizes the views of informants without coercion from the researcher. Data collection was carried out by interview and participant observation. The informant of this research is 1 manager. Data analysis was carried out in several stages, namely: writing, editing, classifying data, reducing, interpreting data, or providing interpretation.

## **RESULTS AND DISCUSSION**

### **Management Of The Unit Quality Mapping and PKBM Program**

- 1) In developing the quality of PKBM, management is needed because humans have limited abilities. Management is a special ability and skills to carry out an activity, both are to achieve organizational goals. Management is a series of activities carried out jointly and with other people in a group to achieve the goals of the organization. Management includes several functions, the five management functions are planning, organizing, mobilizing, monitoring, and assessing. The researcher revealed that the results of the interview were as follows:
- 2) The quality of educators is the most important thing in the implementation of learning, in this case, many PKBM management respondents experienced these obstacles. In connection with this, there is a need for a coaching and training program for educators in understanding the andragogical approach. Some students are older than educators. Therefore it is necessary to strengthen educators to develop an andragogical approach in learning.
- 3) It needs operational assistance from the government for activists and managers of community educational institutions. In this case financial assistance for people who are less fortunate to take education and operational assistance for PKBM facilities and to socialize the existence of non-formal education. The assistance also provides programs for managers and educators to improve the quality of learning in community educational institutions.
- 4) The opinion of the community education lecturer team states that several training models can be used in improving the quality of the PKBM program and the quality development work cycle can be considered in planning, implementing, evaluating. Then it can also provide strengthening and training to educators so that they can carry out learning well. There is a need for a redesign to support community education programs by adopting humanistic theory to support design in community education programs.
- 5) According to the distribution of questionnaire data, the qualifications of educators were 83.3% from the undergraduate level and 16.7% from the high school level. From these results, it can be concluded that the qualifications of the teaching staff at community

- education institutions are still dominated by S1 graduates, and the minimum standard for being educators is S1 and has educational standards.
- 6) The number of teaching staff in community education institutions is around 87.5% for more than 8 educators, while 5% is a maximum of 5 educators. So from these results, it can be concluded that the number of the teaching staff at the PKBM institution is appropriate and there is no shortage of teaching staff at the PKBM institution.
  - 7) Then for the curriculum used in PKBM institutions, it is more dominant to use the 2013 curriculum which reaches 91%. Therefore, many PKBM institutions use the 2013 curriculum in implementing learning at these institutions.
  - 8) Furthermore, for students who participate in learning activities according to the range, the number reaches 95.8% with a percentage of students reaching more than 20. In this case, the number of students in an institution must be balanced with the conditions of the teaching staff. in carrying out learning. Compared with the results of educators who reached more than 8 people, the learning situation can be balanced with the condition of the teaching staff at the PKBM institution.
  - 9) The occupations of participants who have studied at educational institutions vary, namely 41.7% continue to work, 37.5% continue their careers in other activities and 12.5% continue to higher levels, up to 8.3% continue as entrepreneurs.
  - 10) The proportion of learning hours applies more theoretical hours than practical hours, while some apply more practical hours than theoretical hours. Therefore, the proportion of learning hours from each PKBM institution varies depending on the proportion applied by the institution and teaching staff.
  - 11) The learning methods applied by each PKBM institution are more than 1 method. It is easier for educators to carry out learning in class. For the devices available in PKBM, 60% reached more than 20 devices and 30.4% reached less than 10 devices.
  - 12) The amount of funds available in each institution according to survey data is 31.8% with up to 50 million for PKBM institutions and up to 100 million for funding PKBM institutions to support sustainability programs. Most of these funds come from the government with a percentage of 78% for supporting facilities at PKBM institutions.
  - 13) The type of assessment applied by the PKBM institution is more dominant in the national exam which reached 73.9% and several other types of assessment, namely individual assignments and midterm examinations.

Based on the description above, it can be argued that in general, quality mapping management is related to the preparation, implementation, and evaluation of quality mapping at PKBM institutions in West Java.

#### *a. Preparing or planning*

For preparing or planning which is carried out by PKBM institutions, especially in West Java, according to the understanding of planning, it is a systematic process in making a decision related to an active treatment that is to be carried out in the future. It is called systematic because its implementation uses a principle to make a decision, then uses knowledge and takes structured action, therefore planning is a process of making decisions in activities at the specified time to achieve goals. In program planning, PKBM itself can determine objectives, compile a budget plan, determine human resources, and prepare facilities that can be used.

Then for PKBM program planning to determine clear objectives, compile a budget plan, determine the working human resources, prepare the facilities used. The planning of the PKBM program itself has been carried out well, based on the preparation of the Daily Work Plan (RKH), the Weekly Work Plan (RKM), the Semester Work Plan, and the Annual Work

Program, for the Literacy Education program, the Equality Education program, the Skills Course Program, and The TBM program is only carried out when compiling a program proposal with planning steps such as identifying needs, compiling a budget, identifying learning citizens by involving elements of the local government, but not involving communities such as Rukun Tetangga (RT) and Rukun Warga (RW). From the statement, based on the findings related to the planning discussed, this activity cannot be separated from matters related to the decision-making process (Schaffer in D. Sudjana S., 2010, p. 55).

Planning is a process to prepare an outline of decisions to take an action when goals are achieved. In this planning, there is something to do with what is being implemented (Suharsimi Arikunto and Lia Yuliana, 2009). In preparing program plans, things that can be considered are the background of the educators and the experiences that have been carried out and assigned to run programs in PKBM, then because education and experience are factors that can influence the achievement of the goals of the program.

Planning is a function that is fundamental to the management function because if there is no program planning, there will not be other functions such as organizing, mobilizing, coaching, evaluating, and developing non-formal education management cannot be implemented. Planning can be done by compiling based on a series of actions to achieve certain goals. Then it can be explained the importance of planning in educational organizations which is one of the satisfying ways to be able to make the organization stand and progress as a system effort (Made Pidarta 2005, p. 3).

Then the program planning in PKBM is an activity related to efforts in the form of a systematic form that can describe a series of actions that can be carried out to achieve a goal-oriented goal of the PKBM institution. Based on planning on non-formal education in the formulation of a series of actions to be carried out to achieve goals, it should pay attention to plan steps which may include preparation, implementation, and assessment. Then for the preparatory step, is an activity to conduct a policy review or the type of program to be launched as well as the types of programs that can be used as a priority, an assessment of the learning needs of the community, by identifying directly with the target group, the program preparation steps by carrying out potential identification activities and program target selection processing data, compiling proposals, motivating prospective citizens to learn, conducting evaluations and analyzing evaluation results According to Sudjana (2004, p. 57).

#### *b. Implementation*

Implementation is an activity that is directly related to the resources in its involvement, which will implement and can empower the supporting equipment for program implementation. Then, in the planning and organization that has been compiled, it has no meaning if the implementation is not supported by the existence of these resources. Implementation is an activity that can be carried out jointly with the PKBM chairman, the head of the organizer, the program tutor, and involving the learning community or the surrounding community. Thus, based on the duties, as well as the authority and responsibility of each so that the implementation can run properly, then for the important role of the PKBM chairman in serving as chair of the institution to lead the organization well, and to carry out effective communication and to motivate the community and tutors to create an atmosphere for good learning and create harmonious cooperation, it can be explained that implementation is a process, a method, then an act in carrying out a design or planning can be decided (Daryanto, 1998). Then in the implementation of the program itself, cooperation which can be proven by the existence of program integration in education at PKBM based on the provision of the

material provided can involve programs that can increase academic competence which becomes a goal in learning, then skill competence can become a competency that can be owned by the community to develop skills and to help family income, then this phenomenon can show that there is a collaboration with program administrators and can implement programs to achieve these goals.

### *c. Evaluation*

Evaluation is a process at the next stage in program management held at PKBM, program evaluation is carried out by PKBM, organizers and tutors to find out the capabilities of the assisted residents after getting the material obtained by the assisted residents and the implementation of the services that have been provided, program evaluation is carried out to implement the program that has been executed. Therefore, it can be in line with the findings that occur and can be explained, namely that evaluation as a process of identifying and collecting information to assist decision-makers in choosing among available decision alternatives (Worthen and Sanders in D. Sudjana, 2010, p. 243)

Evaluation on the implementation of the PKBM program which is carried out by tutors through learning activities every day according to the Daily Work Plan (RKH), evaluation of the literacy education program is carried out through tests, the equivalence education program is carried out with daily tests, mid-semester tests, and semester tests, and skills practice. Then for evaluation / appraisal, then in this case the action plan that can be implemented needs to be known of course for its performance achievement. Basically, evaluation can be interpreted as an activity that is systematic in nature to collect, process and present data or to be able to collect information that can be needed as an input to make a decision (D.Sudjana, 2010). Based on these limitations, there is one important element in evaluation, namely: 1) systematic activities of activities carried out according to the rules; 2) then the data obtained by collecting, processing, and presenting using scientific methods and techniques; 3) then for decision making can emphasize that the data that can be presented provide a useful value to be able to provide an input in making a decision regarding the path of alternatives that can be taken.

Then the evaluation design can be done to determine the achievement of a predetermined plan goal based on the success rate of implementing the plan that was compiled. Then for the asperk-assessed aspects in order to improve program / activity performance include the aspects of input evaluation, process evaluation, output evaluation, outcome evaluation and impact assessment. evaluation) (Akdon, 2011).

As a result of this discussion program, it would be great if in the future there were innovations to advance non-formal education and introduce to the public the importance of non-formal education. The performance of managers and educators also needs to be improved to create good non-formal educational institutions. Each of these components can be related to other components, so that the more perfect each process is carried out, the better the results will be obtained.

## **CONCLUSIONS**

Based on the findings of the field results related to institutional management of quality mapping of the West Java PKBM program, there are several essence of the findings in the field, those are the quality of educators in PKBM, especially in West Java, there are still some who experience problems, especially in delivering material to students who are much

older than educators who become obstacles in carrying out learning. Then, there is a need for operational assistance for facilities to related parties in PKBM to provide maximum service to students. Then, the opinion from the Community Education lecturer team at Indonesia University of Education who conveyed that for some training models 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 strengthening and training to educators so that they can carry out learning well. There is a need for a redesign to support community education programs by adopting humanistic theory to support design in community education programs. Then, educational qualifications for teaching staff in PKBM institutions are more dominated by graduates from S1 considering that the teaching staff will be more competent if they are already qualified under S1 Education to teach at PKBM. Furthermore, the curriculum applied in the PKBM institution is more encouraged, the 2013 curriculum imitation reaches 91% which is due to the fact that the curriculum has indeed been recommended and set by the government and PKBM institutions to continue and apply the curriculum into learning. Then, related to the implementation of learning with an unbalanced number of educators, therefore the manager can manage the class well for educators to carry out their duties properly. Then, for the number of students after following the programs are various kinds of work that are carried out starting from continuing to high levels to continuing as an entrepreneur. Then the proportion of hours applied by the PKBM institution is that it applies more theory than practice. Then, for the learning methods applied in PKBM which is more than 1 method because it is easier for educators to provide material to students, and the amount of funds available at each PKBM institution is 31.8% where with IDR 50,000,000 to be able to provide facilities at the PKBM institution and some reach Rp. 100,000,000 funds are used by the PKBM institution to improve the quality of the educational institution. Then, finally the types of assessments that are applied are more dominant based on the results of the National Examination (UN) and several other types of assessments from individual assignments and Mid Term Examination (UTS).

Then for program management, it can be concluded that for management it can be done based on the understanding of several experts which is to be able to manage community educational institutions properly, first for own planning is done to find out the needs that exist in the community by going through the problem identification stages up to the determination of the program, then planning can be carried out with the manager, education staff and the community to be used as a media source of program information, then the next stage is to make preparations, at this stage it is carried out to be able to make a program design by determining the time, place up to the facilitator who will be become a speaker in these activities and at the end of the management, the evaluation stage can be carried out, for this stage it is carried out to find out the relationship to the extent to which the program is accepted by the community or community. After participating in the coaching program held at PKBM, this evaluation is carried out by several methods, namely by conducting test exams to participants to giving questionnaires to participants which are used as consideration in making a program that will be held at the next PKBM.

Suggestion based on the research is :

Based on the suggestions contained in this research, it is hoped that they can play a more active role again, especially for the study of community education, they can be directly involved and provide input to educators in PKBM who have difficulty providing learning, then the government can provide assistance facilities to PKBM so that the managers and educational staff can always be more enthusiastic in carrying out their assigned tasks.

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