

**REALIZING INDEPENDENT LEARNING THROUGH
THE ROLE OF PKBM
(A STUDY IN KUALA JELAI VILLAGE,
SUKAMARA REGENCY)**

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Abstract

This study explores the role of PKBM Teratai in Desa Kuala Jelai, Sukamara Regency, in realizing independent education for the local community. The research used a qualitative approach with a case study design to understand how PKBM Teratai contributes to providing nonformal education that meets the community's needs. Through various programs such as sewing, handicrafts, and entrepreneurship training, PKBM Teratai offers practical skills that directly impact the community's economic empowerment. Despite positive outcomes, challenges such as limited facilities, inadequate teaching resources, and a lack of trained instructors persist. The study emphasizes the importance of government and community support in enhancing nonformal education infrastructure. It concludes that nonformal education, as exemplified by PKBM Teratai, plays a crucial role in addressing educational inequalities and empowering communities, highlighting the need for continuous improvement in facilities and teaching capacity to ensure sustainable development.

Keywords: Independent Learning; Community Learning Centre

Abstrak

Studi ini mengkaji peran PKBM Teratai di Desa Kuala Jelai, Kabupaten Sukamara, dalam mewujudkan pendidikan mandiri bagi masyarakat setempat. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk memahami bagaimana PKBM Teratai berkontribusi dalam menyediakan pendidikan nonformal yang sesuai dengan kebutuhan masyarakat. Melalui berbagai program seperti menjahit, kerajinan tangan, dan pelatihan kewirausahaan, PKBM Teratai menawarkan keterampilan praktis yang secara langsung berdampak pada pemberdayaan ekonomi masyarakat. Meskipun terdapat hasil positif, tantangan seperti fasilitas yang terbatas, sumber daya pengajaran yang tidak memadai, dan kurangnya instruktur yang terlatih tetap ada. Studi ini menekankan pentingnya dukungan pemerintah dan masyarakat dalam meningkatkan infrastruktur pendidikan nonformal. Studi ini menyimpulkan bahwa pendidikan nonformal, seperti yang diimplementasikan oleh PKBM Teratai, memainkan peran krusial dalam mengatasi ketidaksetaraan pendidikan dan memberdayakan komunitas, menyoroti kebutuhan akan perbaikan berkelanjutan dalam fasilitas dan kapasitas pengajaran untuk memastikan pembangunan yang berkelanjutan.

Kata kunci: pembelajaran mandiri, Pusat Kegiatan Belajar Masyarakat

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INTRODUCTION

Education is a fundamental right for every individual, yet in many areas, particularly in remote regions such as Desa Kuala Jelai, Sukamara Regency, access to formal education remains limited. Formal education provided in schools often fails to reach all segments of society, especially those hindered by economic factors, geographical location, and inadequate

educational facilities. This situation creates a gap in access to quality education, resulting in low literacy and skill levels among the community, especially in rural areas. This is where the role of the Pusat Kegiatan Belajar Masyarakat (PKBM) becomes crucial. As a nonformal educational institution, PKBM can provide a solution for those who are unreachable by the formal education system. PKBM Teratai in Desa Kuala Jelai plays an essential role in providing more flexible and independent education, allowing the community to access learning based on their individual needs and potential.

The existence of PKBM Teratai is crucial as it can serve as an alternative to meet the educational needs of the local community. Through various programs it offers, PKBM Teratai provides opportunities for residents to acquire skills, knowledge, and experiences that are useful for their daily lives. However, the implementation of PKBM in Desa Kuala Jelai also faces several challenges, including limited funding, a lack of trained instructors, and insufficient facilities and infrastructure to support teaching and learning activities. According to data from Dapodik (2023) and BPS (2023), although participation in education at the primary and secondary levels continues to increase, there are still significant gaps in certain areas, including Desa Kuala Jelai, in terms of the quality and equity of education. This study aims to explore the role of PKBM Teratai in realizing independent education for the community of Desa Kuala Jelai, with a focus on understanding the challenges faced and the solutions that PKBM has implemented to address these issues.

Several previous studies, both in Indonesia and other countries, show that PKBM can make a significant contribution to community empowerment and improving the quality of education in hard-to-reach areas. A study by Purnama (2020) states that PKBM plays an important role in creating equal access to education, particularly in remote areas. In countries like India, research by Sharma & Kumar (2017) demonstrates that nonformal education through PKBM can help reduce illiteracy rates and improve the workforce skills of the community. Similar research in the Philippines by Torres (2018) also reveals that nonformal education provided by institutions like PKBM can enhance the quality of life of communities by improving technical and social skills. Data from Dapodik and BPS will be used as supporting data to provide a clearer picture of the educational needs and developments in Desa Kuala Jelai. This study is expected to contribute to the future development of PKBM and provide recommendations to strengthen PKBM's role in creating independent and inclusive education.

This study aims to provide a clearer understanding of how PKBM Teratai can realize independent education in Desa Kuala Jelai, as well as identify the challenges that need to be addressed to maximize PKBM's role in community empowerment.

METHODS

This study uses a qualitative approach with a case study design to analyze the role of the Pusat Kegiatan Belajar Masyarakat (PKBM) Teratai in realizing independent education in Desa Kuala Jelai, Sukamara Regency. The selection of this method is based on the need to deeply understand the phenomenon that occurs in the field, particularly related to how PKBM Teratai contributes to providing nonformal education access for the community (Creswell, 2013). Furthermore, the method emphasizes an intensive study of the implementation process of mother-based literacy education, particularly regarding the services and teaching techniques aimed at community empowerment and increasing literacy levels.

On the other hand, this study also observes the cognitive and character changes experienced by learners through their interactions with the learning components that are explored in a straightforward manner (Affandi, 2024). The instruments used in this study are interviews, observations, and document studies. The data analysis technique used in this study includes data reduction, data display, and conclusion drawing (Suharsimi, 2010). All data obtained will be analyzed using thematic analysis, where the researcher will identify key themes related to the role of PKBM Teratai in creating independent education.

This research was carried out through data collection activities during the implementation of literacy education programs in Desa Kuala Jelai, Sukamara Regency, Central Kalimantan Province. In addition to conducting action research at the research site focused on the participants of the equal education program, the researcher also interviewed several relevant parties, including program managers, stakeholders, and community members who are the beneficiaries of the services.

RESULTS AND DISCUSSION

Results

This study shows that PKBM Teratai in Desa Kuala Jelai, Sukamara Regency, plays an important role in realizing independent education for the local community. Through various nonformal education programs offered, PKBM Teratai provides opportunities for the community to acquire practical skills that can be directly applied in daily life. The programs include skill training such as sewing, handicrafts, and entrepreneurship, which are highly relevant to the local community's needs. Based on data obtained from interviews with students and PKBM administrators, the majority of participants reported significant benefits from these programs. Many of them were able to start small businesses or enhance their work skills after attending training at PKBM Teratai, proving that nonformal education has a direct impact on community economic empowerment (Sutrisno & Azis, 2020).

Furthermore, PKBM Teratai's programs have also succeeded in raising the community's awareness of the importance of lifelong learning. This is evident from the increased interest in participating in activities offered by PKBM, even though some participants lacked adequate formal education backgrounds. This success aligns with the theory proposed by Imron (2018), which states that nonformal education provides individuals with the opportunity to access education according to their needs and interests, without being hindered by age or social status limitations. PKBM Teratai's programs also provide participants with a space to learn in an environment free from academic pressure, allowing them to develop at their own pace and capacity (Fardhani, 2018).

However, despite achieving positive outcomes, the implementation of PKBM Teratai also faces several challenges. One of the main challenges is the limited facilities available, such as inadequate classroom space, and a lack of supporting resources such as educational tools and technology. Additionally, there is also a shortage of trained instructors, which affects the quality of teaching. Nevertheless, PKBM Teratai continues to optimize available resources and seek solutions to overcome these challenges. This highlights the importance of support from the government and the community to strengthen infrastructure and the quality of teaching in nonformal education (Hafidh, 2019).

The nonformal education provided by PKBM is highly relevant to the concept of independent education emphasized in 21st-century education. According to Law No. 20 of 2003 on the National Education System, nonformal education plays a role in providing flexible educational access that aligns with the community's needs (Slamet, 2015). Furthermore, a study by Tarman and Fadel (2017) shows that nonformal education can accelerate human resource development, particularly in areas that are difficult to reach by formal education, such as in Desa Kuala Jelai.

Discussion

The results of this study show that PKBM Teratai in Desa Kuala Jelai, Sukamara Regency, has played a very important role in realizing independent education through various nonformal education programs it has organized. PKBM Teratai's success in providing education relevant to the local community's needs, such as sewing skills, handicrafts, and entrepreneurship training, provides concrete evidence that nonformal education can directly improve the community's quality of life. The majority of participants reported that they were able to start small businesses or improve their work skills after attending training at PKBM, which aligns with the community empowerment theory that states nonformal education provides access to practical skills that are applicable in everyday life (Sutrisno & Azis, 2020). This shows that PKBM Teratai not only provides education but also economically empowers the community.

Furthermore, this study found that PKBM Teratai's programs also play a role in increasing the community's awareness of the importance of lifelong learning. Although many participants do not have a formal education background, they showed a high level of interest in participating in the programs offered by PKBM. This reflects the importance of nonformal education in providing flexible learning opportunities that are not hindered by age or social status limitations (Imron, 2018). Nonformal education gives individuals the space to learn according to their needs and interests, without the academic pressure often experienced in formal education. Thus, PKBM Teratai has successfully created a learning environment that supports participants' personal development according to their own rhythm and capacity (Fardhani, 2018).

However, despite having a positive impact on the community, this study also reveals several challenges faced by PKBM Teratai in organizing nonformal education. One of the main challenges is the limitation of available facilities, such as limited classroom space and a lack of educational resources and adequate technology. These conditions become obstacles in efforts to improve the quality of teaching provided. Additionally, the limited number of trained instructors becomes a constraint in ensuring the quality of teaching at PKBM. This highlights the importance of investing in facility development and improving the competency of instructors, which can strengthen PKBM's capacity to provide quality education (Hafidh, 2019).

Despite facing challenges, PKBM Teratai continues to strive to optimize the resources available and seek solutions to overcome these obstacles. Along with that, it is important to recognize that support from the government and the community is needed to strengthen the infrastructure of nonformal education. This is in line with the view in Law No. 20 of 2003 on the National Education System, which acknowledges that nonformal education plays a strategic role in providing flexible access to education that aligns with the needs of the community (Slamet, 2015). Furthermore, Tarman and Fadel (2017) state that nonformal education is highly

relevant in accelerating human resource development, especially in areas that are difficult to reach by formal education, such as in Desa Kuala Jelai. Therefore, it is essential to continue strengthening the role of PKBM Teratai in providing independent education for the community of Desa Kuala Jelai, ensuring the availability of adequate facilities and trained instructors.

CONCLUSION

PKBM Teratai in Desa Kuala Jelai, Sukamara Regency, has played a very vital role in realizing independent education for the local community. Through various nonformal education programs, PKBM Teratai has successfully provided flexible education access that is relevant to the community's needs, such as training in sewing skills, handicrafts, and entrepreneurship. The direct impact of these programs is seen in the improved work skills of participants and their economic empowerment, showing that nonformal education can significantly enhance the community's quality of life. Additionally, PKBM Teratai has also succeeded in raising the community's awareness of the importance of lifelong learning by creating a learning environment free from academic pressure, allowing participants to develop at their own rhythm and capacity.

However, the implementation of PKBM Teratai also faces several challenges, such as limitations in facilities, supporting infrastructure, and a lack of trained instructors. Despite this, PKBM Teratai continues to strive to overcome these challenges by maximizing available resources and seeking solutions for continuous improvement. This study also emphasizes the importance of support from the government and the community to strengthen the infrastructure of nonformal education, in line with the view in Law No. 20 of 2003 on the National Education System, which acknowledges the important role of nonformal education in expanding flexible access to education that meets the community's needs. Therefore, it is crucial to continue strengthening the role of PKBM Teratai in creating independent and inclusive education in Desa Kuala Jelai by ensuring the availability of adequate facilities and improving instructor competence.

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