



Planning and Implementation of Educational Institutions at PKBM Sejati Kudus

Wasis Wijayanto*¹, Fadia Rohadatul Aisy², Dila Eka Fitriyani³

Universitas Muria Kudus, Kudus, Indonesia¹²³

wasis.wijayanto@umk.ac.id¹, 202133280@std.umk.ac.id²,
202133290@std.umk.ac.id³

Abstract

This research aims to discuss (1) how the planning and implementation of learning at PKBM Sejati, (2) what are the challenges faced in the implementation of education at PKBM Sejati, and (3) how efforts to increase community trust in PKBM Sejati. PKBM as a non-formal education institution plays an important role in providing access to education for people who cannot pursue education in the formal education system. This research uses descriptive qualitative methods. The data collection techniques were interviews, observation, documentation and library studies. This research reveals that education planning at PKBM Sejati is prepared based on an analysis of community needs, so that programs are offered, such as package A, B, and C equivalency programs and trainings tailored to local needs. The implementation of education at PKBM Sejati is carried out flexibly, with an adaptive approach to the needs of students, and faces challenges such as the lack of motivation to learn from students. This research shows that although PKBM Sejati faces various obstacles, this institution still contributes significantly to increasing access to education and empowering communities through non-formal education.

Keywords: *Planning; implementation; education; PKBM.*

A. Introduction

Education is something that is very important in this era, it is very important because education can be our guide in facing changing times that are moving forward from year to year (Laila et al., 2022). Education has a very important role in shaping the quality of human resources that are able to face global challenges. Humans are never separated from education (Antika & Fuadi, 2022). Education is seen as one of the main aspects in building future generations. In Indonesia, although formal education is the main route to achieve this, not all levels of society have the same opportunity to access it. Various factors such as economic limitations, geographical barriers, as well as social and cultural issues become obstacles for some people to obtain full education (Susanti et al., 2024). As a result, dropout rates are still high and many adults have not completed their basic education (Siregar et al., 2022).

Given these problems and challenges, the Indonesian government through the Ministry of Education, Culture, Research and Technology introduced various forms of non-formal education designed to provide educational services to communities that are marginalized or unable to access formal education. Non-formal education provides various services for every citizen to obtain lifelong education in line with the development and demands of the times (Azizah, 2021). The subjects contained in non-formal education units are sometimes slightly different from those found in other schools. Subjects in non-formal education units usually emphasize orientation to skills and life skills (Komar & Sukmana, 2023).

One of the important institutions in non-formal education is the Community Learning Activity Center (PKBM). PKBM is still under the supervision and guidance of the National Education Office (Alan et al., 2022). PKBM is an institution that plays a role in providing education services for the community with a more flexible, inclusive and community-based approach. This institution not only aims to provide basic education, but also provides various skills programs that can increase the competitiveness of students in the world of work (Zaifullah et al., 2023). PKBM is needed by the community to obtain a variety of alternative education services that have not been able to complete learning obligations through formal education in schools (Suryadi & Mutiara, 2020).

One of the educational institutions of the Community Learning Activity Center (PKBM) is a PKBM institution located in Jati District, Kudus Regency called PKBM Sejati Kudus. This institution was founded in 2016 with a full address at Pasuruhan Kidul II, Jati District, Kudus Regency with learning activities carried out at SD 1 Pasuruhan Kidul. This institution offers equivalency programs for package A, package B, and package C which are equivalent to formal education, namely SD / MI, SMP / MTs, and SMA / SMK / MA. The program implemented in this institution helps people who did not have time to take formal education to get a certificate recognized by the government. The planning and implementation of education programs at PKBM Sejati is the main key in determining the effectiveness of this institution in providing quality education services (Firdaus, 2018). Good planning should be based on analyzing the needs of the surrounding community, considering available resources, and designing programs that are relevant to the conditions of the learners. On the other hand, the implementation of education at PKBM Sejati requires adaptive methods and is based on a practical approach, because the majority of learners at PKBM Sejati are adults or children who have special needs and interests that are different from formal learners.

In practice, PKBM Sejati implements various programs, such as equality packages A, B, and C, which are equivalent to primary and secondary education. In addition, PKBM Sejati also offers a life skills program that aims to provide students with practical abilities that can be directly applied in everyday life and in the world of work (Mahmud et al., 2018). PKBM provides a great opportunity for the community to be able to develop their knowledge and skills (Razi, 2022). Thus, PKBM is not just an educational institution, but also a means of community empowerment that aims to improve welfare through education (Dipta et al., 2023).

The results of interviews that have been conducted with the principal of PKBM Sejati, namely Mrs. Anna Rita, S.Pd., M.E, revealed that the initial establishment of PKBM Sejati was due to seeing people who needed learning and experiencing unrest because they could not take formal education. Factors that make PKBM Sejati students unable to pursue formal education are economic

limitations, being victims of bullying, and being uncomfortable with the conditions of the previous formal school. Learners who register at PKBM Sejati have reasons why they are interested in joining the program at this institution. Some of the reasons are wanting to join an equivalency education program, being able to have knowledge and skills equivalent to the level taken, as well as obtaining additional qualifications and skills.

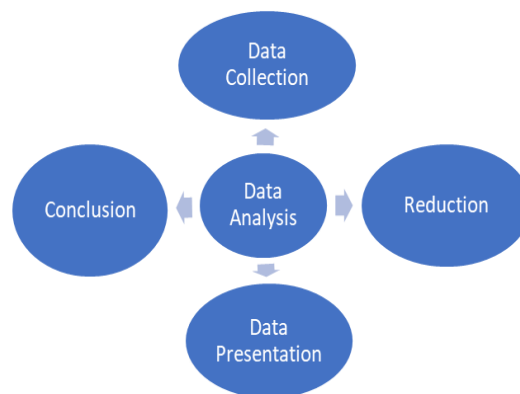
This PKBM Sejati institution has also been officially accredited. Mrs. Anna Rita as the principal explained that PKBM Sejati has been accredited A (superior) by BAN-PDM (National Accreditation Agency for Pre-school, Primary and Secondary Education) Central Java in December last year. This certainly marks a significant progress in the quality of education and teaching that has been provided. Of course, this is also thanks to the help of all educators and students here who have good dedication to achieve knowledge to get and pursue an equivalency certificate in order to live a more decent life.

This research is in line with previous research conducted by (Saragih et al., 2024) which states that the factors that influence a person not being able to pursue formal education are high education costs and family factors. This is what makes someone stop doing education. Other research conducted by (Yoseptri et al., 2024) states that various obstacles such as economic, geographical, cultural, and physical conditions cause some people to not be able to access formal education. Therefore, the function of education organized through non-formal education channels can be said to be an alternative, complementary, and supplementary to formal education.

The existence of PKBM certainly has great potential in increasing access to education and skills in Indonesia, but it also has challenges in planning and implementation. The challenge is maintaining the motivation of adult learners who already have other responsibilities (Putera & Ikatrinasari, 2022). Therefore, the purpose of writing this article is to discuss (1) how the planning and implementation of learning at PKBM Sejati, (2) what are the challenges faced in the implementation of education at PKBM Sejati, and (3) how efforts to increase community trust in PKBM Sejati. With a deeper understanding of this, it is hoped that a solution can be found to strengthen PKBM in carrying out its role as an alternative educational institution in Indonesia.

B. Methods

This research uses a qualitative descriptive method. Descriptive Qualitative is used to explain the theory based on what is obtained in the field (Rahmayanti et al., 2020). This is in line with the opinion (Septiani & Wardana, 2022) that descriptive qualitative is a method that describes or describes what it is about the events studied based on the situation and conditions when conducting research. This research aims to find out in depth about the process of planning and implementing education at PKBM Sejati Kudus, what are the challenges faced in implementing education at PKBM Sejati, and how efforts to increase public trust in PKBM Sejati. The data collection techniques were interviews, observation, documentation and library studies. Interviews were conducted with PKBM managers to obtain information related to the process of planning and implementing learning at PKBM Sejati, the challenges faced, and efforts to increase community trust in PKBM. Documentation obtained in the form of pictures / photos during the learning process at PKBM and information that can support this research. Data analysis includes data collection, data reduction or selection, data presentation, and conclusion drawing (Mitra et al., 2024). The chart is as follows:



Bagan 1. Data Analysis

C. Result and Discussion

Based on the data analysis that has been carried out, the results of this study explain the planning and implementation of educational institutions at PKBM Sejati, the challenges faced at PKBM Sejati, and efforts to increase public trust in PKBM.

1. Planning and implementation of educational institutions at PKBM Sejati

Education planning at PKBM Sejati has different characteristics from formal education institutions because it targets people who have limited access to formal education. Planning at PKBM Sejati initially begins with conducting a community needs analysis. Community analysis needs to be done in order to identify and understand problems more thoroughly to the stage of seeing the root causes and branches of problems that occur in the community (Bojan, 2023). A concrete example of the application of needs-based planning is the equality program for packages A, B, and C, which is designed for people who have dropped out of school and want to obtain a certificate equivalent to SD / MI, SMP / MTs, or SMA / SMK / MA. The subjects taught are the same as formal schools, but shortened to suit the time and needs of students. The subjects (mapel) given are also in accordance with the independent curriculum from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek).

PKBM Sejati educational institution besides providing knowledge subjects, also provides skills and empowerment subjects by introducing regional specialties. The skills provided at this PKBM Sejati institution are included in extracurricular activities, such as tambourine, English club, music, dance, futsal, computer skills, barista, make-up artist (MUA), etc. These extracurricular activities have also been customized and based on local demand, so that students can directly apply these skills in their daily lives.

Good planning also involves working with external parties, including the local government, education office, and nongovernmental organizations (NGOs). Support from the government is essential in terms of regulation, budget provision, and technical assistance (Ansori et al., 2024). At PKBM Sejati, all services provided are free of charge, either registration or tuition fees. PKBM Sejati prioritizes free

education for all students. All operational costs are supported by the Education Operational Assistance (BOP) fund from the central government which according to the principal, Mrs. Anna Rita, is sufficient.

The implementation of educational programs at PKBM Sejati requires a flexible approach and is oriented towards the individual needs of learners. One of the important results of the observation is that the learning methods at PKBM Sejati are more open and not tied to formal schools. This is because learners at PKBM Sejati consist of various age levels who are generally workers. Therefore, the implementation of learning at PKBM Sejati is more flexible, namely three times a week on weekends on Friday, Saturday and Sunday from afternoon to evening. So, students can still work and not disturb their learning hours. This year, the number of participants in PKBM Sejati amounted to around 600 students.



Gambar 1. Implementation of teaching and learning activities at PKBM Sejati

Educators at True PKBM generally use participatory learning methods that involve learners actively, both in discussion and in hands-on practice. This approach is designed to address the learning needs of adult communities. This approach also generally requires more relevant and applicable learning experiences (Alisalman, 2022). Each SKK (Competency Credit Unit) involves one face-to-face session, two

tutorial sessions, and three independent learning sessions. The education programs at PKBM Sejati that are taught have also been compiled based on an independent curriculum from the Ministry of Education and Culture.

Equivalency programs for packages A, B, and C are carried out using a face-to-face method that is often adjusted to the free time of students. Most of the learners are adults who are already working. The majority of students at PKBM Sejati come from laborers or shopkeepers with a flexible learning schedule. A flexible learning schedule is key to the successful implementation of education at PKBM Sejati, given that learners must balance work, family and study. This flexibility allows learners to continue their education without leaving their main responsibilities (Saragih et al., 2024).

In addition, the extracurricular skills program offered by True PKBM provides added value for learners. Skills training such as computer skills, make-up artist (MUA), barista, dance, music, tambourine and other skills have shown significant results in empowering the community. Learners who participate in skills training are often able to utilize their learning outcomes to increase family income or open independent businesses. The more active learners are in utilizing their thinking skills, the greater the chance of problems being solved (Retnowati et al., 2023). For example, computer trainees may obtain jobs that require technological skills.

2. Challenges Faced at PKBM Sejati

The implementation of education at PKBM Sejati also faces a number of challenges. Adult learners' motivation to learn sometimes decreases due to busy work or family responsibilities, so attendance and graduation rates are often lower than formal education institutions. To overcome this, in some learning agendas PKBM Sejati tries to implement an independent or project-based learning system, which allows participants to learn more flexibly without having to always attend class. This limitation often becomes an obstacle in the implementation of planned programs. This has caused some programs to be adjusted in their implementation (Darmawan et al., 2024).

3. Efforts to Increase Community Trust in PKBM Sejati

The implementation of PKBM Sejati shows that this institution has played an important role in providing access to education for people who are not reached by the formal education system. There are several efforts that need to be considered in increasing the effectiveness of the reach of true PKBM, namely a) improving the quality of educators, b) improving facilities and technology, c) socialization and promotion. PKBM requires tutors and educators who not only understand academic material, but also have the ability to teach with flexible and adaptive methods. Training for PKBM tutors is important to ensure that they can teach in a way that is relevant and appropriate to the needs of learners. Training for PKBM tutors is crucial to ensure that they can deliver relevant and tailored teaching to suit the needs of learners (Arlinda et al., 2023). This capacity building ensures that the learning process at PKBM is effective and responsive to the challenges faced by local communities.

PKBMs also need to be supported with adequate infrastructure in order to provide quality education. Procurement of learning facilities, practical tools, and access to information and communication technology need to be improved. This is to support more effective learning (Tulloh et al., 2023). Although PKBM has been running for quite some time, there are still many people who do not fully understand its benefits. PKBM needs to do more socialization and promotion (Arsyad, 2023). This aims to attract more learners, especially those in remote or less accessible areas. PKBM Sejati itself promotes on Instagram, tiktok, youtube, facebook, brochures and also promotes in schools.

The Community Learning Activity Center (PKBM) Sejati Kudus is one of the non-formal education institutions that plays an important role in improving the quality of education in Kudus Regency, especially for people who have not had adequate access to formal education. PKBM Sejati aims to provide the widest possible learning opportunities for people of all ages through various educational

programs. With careful planning and purposeful implementation, PKBM Sejati is able to provide inclusive and skills-based education solutions. Although still faced with various challenges, PKBM Sejati continues to be committed to contributing to the intellectual life of the nation through adaptive and sustainable non-formal education.

From the explanation above, it can be seen that the implementation of PKBM Sejati is carried out flexibly three times a week on weekends from afternoon to evening. In addition to teaching knowledge, students are also taught and equipped with skills that are included in extracurricular activities at PKBM Sejati, such as tambourine, English club, music, dance, futsal, computer skills, barista, make-up artist (MUA), etc. These extracurricular activities have also been adjusted and based on local demand, so that students can directly apply these skills in their daily lives. Skills programs Learners who attend skills training are often able to use their learning to increase family income or open independent businesses. With a commitment to provide free and quality education, PKBM Sejati continues to grow as an educational solution for the people in Kudus, especially for those who are unable to continue formal education. There is great hope that this PKBM will continue to be a forum for improving the knowledge, skills and attitudes of the community in various fields.

D. Conclusion

Education planning and implementation at PKBM Sejati has made a significant contribution to improving access to education for people marginalized from the formal education system. Despite facing various challenges such as a lack of motivation to learn, PKBM Sejati has succeeded in empowering the community through equivalency education and life skills training. With increased support from the government and efforts to strengthen the quality of learning, PKBM Sejati has great potential to continue to contribute to creating a more empowered and independent society through non-formal education. The implementation of education at PKBM Sejati is carried out flexibly, with an approach that is adaptive to the needs of adult learners, and faces challenges such as the lack of motivation to learn from students.

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