

# Management of Community Learning Center Program at the Center of Al Ishlah Community Learning Activities Central Jakarta, Indonesia

Durotul Yatimah<sup>1</sup>, Eliana Sari<sup>2</sup>, Karnadi<sup>3</sup>, Adman<sup>4</sup>

<sup>1,3</sup> *Community Education Study Program, Postgraduate Program - State University of Jakarta*

<sup>2</sup> *Education Management Study Program, Postgraduate Program - State University of Jakarta*

<sup>4</sup> *Education Management Study Program, Postgraduate Program - University of Education Indonesia*

**Abstract:** This study aims to find out how to (1) planning; (2) organizing the program; (3) the implementation of the program; and evaluation of the program at Jakarta Pusat This study with a qualitative approach and case study. Based on the results of the study are discussed further found: (1) the management of early childhood programs (PAUD) tendency of good because the management of the program has been effective and efficient with respect to Plan Daily Work (RKH), Weekly Work Plan (RKM), Work Plan and Work Program Semester annual; (2) management of Functional Literacy Education (KF), Educational Equality, Courses and Skills and the TBM, it was limited at the time of submission of the proposal and has not made efforts to manage the programs that are innovative, creative, and thorough; (3) only in the form of coaching overseer monitoring with only motivating, coaching has not been oriented to the development of CLC programs. (4) CLC is expected to be more innovative which oriented to the development of the program and the program not only depend on government aid alone.

**Keywords:** Program Management, Community Learning Center

## I. INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 Article 26 paragraph 1 on the National Education System states that Nonformal Education is held for citizens who need educational services that serve as substitutes, enhancers, and complements of formal education in order to support lifelong education. National Education basically has the goal to develop the potential of learners to become human beings who believe and fear God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The center of community learning activities or known as PKBM, is one of the Educational Institutions that was born from thinking about the importance of community position in the process of education development, especially on the path of non-formal education. Therefore, PKBM stands in the midst of people's lives. PKBM is a meeting place between learning needs and resources, facilitators of meetings between people with learning needs with learning resources so that there is a learning process. This is in line with the opinion of Mustafa Kamil (2011: 85) who quoted the opinion of UNESCO (1998) that: The Center for Community Learning Activities is an educational

institution organized outside the non-formal education system directed to rural and urban communities managed by the community itself and provide opportunities to them to develop various learning models with the aim of developing various learning models with the aim of developing the abilities and skills of the community in order to be able to improve the quality of life. According to Umberto Sihombing 1999 which refers to the opinion of Zainudin Arief (2001: 2), in the PKBM Management and Empowerment paper, the Center for Community Learning Activities is a place of learning formed from, by and for the community in order to improve the knowledge, skills, attitudes, hobbies and talents of the community. PKBM serves as a place to exchange learning (learning exchange), as a place for the exchange of various information (experiences), knowledge and skills between learning citizens, so that between the citizens of learning one with the other can fill each other. Steve R. Parson (1999:42) posits that The Community Learning Center has to find creative ways to provide all of the stakeholders quite time to participate. PKBM has an important role in solving societal problems, PKBM becomes a power movement that grows from the community and becomes the spearhead in dealing with social problems. The existence of PKBM shows the desire of the community to help other communities. Chamber (1987: 1) mentions that the state of society is not entirely in encouraging economic conditions there are still many who are backward in various aspects of life, but some are only part of aspects of life.

Sudjana (2010:17) quoted Hersey and Blanchard (1982) as saying that management is working with and through individuals and groups to accomplish organizational goals. It can be interpreted that management is an activity that is carried out together and through people and groups with those aimed at achieving organizational goals. In this case PKBM is a non-formal Educational Institution that seeks to implement management functions in various program activities that are non-formal education. Management in this case is interpreted as activities carried out by people together to achieve common goals as organizational goals.

Therefore, PKBM managers strive to cooperate expected to cooperate in managing PKBM programs as it is said that the

management of non-formal education programs is an effort to implement the management functions of each program related to education as well as for units and types of education.

In the guidebook published by the Directorate General of Nonformal and Informal Education (2009: 15) it is explained that the program implemented by PKBM is at least 3 different types of PNF programs, have TBM / library, have a syllabus of each program. In order for PKBM to achieve its organizational goals, proper management is needed. Through proper management, it is expected that PKBM will be able to do managerial and manage all PKBM programs optimally, so that all PKBM programs can be well accredited in order to meet all the learning needs of the surrounding community.

One of the PKBM in Central Jakarta is PKBM Al Ishlah PKBM Al Ishlah 5 PNF programs. The five programs have fulfilled even beyond the ideal PKBM classification, namely PKBM which has been established for at least three years and has carried out three areas of activity (Directorate of Community Education Development, 2010: 16). Based on the results of observations at PKBM Al Ishlah Central Jakarta, researchers found the following phenomena: First, in the implementation of PKBM management sometimes the management of programs carried out has not been oriented to development. Second, PKBM Al Ishlah Central Jakarta does not yet have a guidebook for learning citizens.

Based on the above, it is interesting to conduct research on the implementation of Program Management at the Al Ishlah Community Learning Activity Center? This research is aimed at obtaining more in-depth information about: (1) Program Planning; (2) Program Organizing; (3) Implementation of the Program; (4) Evaluation of PKBM Al Ishlah Program in Central Jakarta.

According to Wilhelmus W. Bakowatun (1994: 10) with reference to Stoner's opinion. James A.F. and R. Edward Freeman explain that Management is the process of planning, organizing, leading, and controlling the efforts of organizational members and the process of using all organizational resources to achieve established organizational goals. Management is an activity that is organized as the implementation of the functions of planning, implementation, organizing and evaluation through the utilization of various organizational resources for the achievement of organizational goals. Management of programs conducted at PKBM Al Ishlah certainly refers to the opinion of education management experts. The implementation of PKBM management will certainly have an impact on pkbm program managers and the results of program accreditation and accreditation of PKBM institutions it manages. Program management or management consists of planning, organizing, implementing, evaluating and developing the organization including all the resources of the PKBM organization.

Sudjana, (2010: 32) mentioned that the implementation of education outside the school includes the functions of planning (planning), organizing (organizing), driving

(motivating), coaching (conforming), assessment (evaluating), and development (developing). The four PKBM management functions are then strengthened by the Minimum Management Standard (SMM) PKBM, intact and continuously and to be a reference in the form of SMM PKBM (Minimum Standard management center of Community Learning Activities). According to SMM PKBM PKBM planning is organized through general data collection activities, problems or needs and supporting resources. Preparing priorities for the program needs of each field, namely the fields of educational services, information services, partnerships, and improving the quality of education. Planning is the process of preparing a series of decisions to take action in the future leading to the achievement of goals. Planning according to Suharsimi Arikonto, and Lia Yuliana (2009) is related to what will be implemented, when, by whom, where and how to implement it. Added planning is the process by which managers set objectives, assess the future, and develop courses of action to accomplish these objectives (Louis E. Boone dan David L. Kurtz, 1984:101). It is explained that planning is the process of determining specific goals or goals that are expected to be achieved, by establishing steps to achieve them. Plan according to Schermerhorn, translation of Putranta, *et al.* (1996:43). includes the required resources, completed tasks, actions taken and the schedules that follow. Planning is done to arrange a series of actions or activities to achieve goals that begin with identification activities.

Sudjana, (2010: 57) mentions that in non-formal education planning has the following characteristics: 1) Planning is a rational decision-making model in choosing and setting actions to achieve goals. 2) Planning is oriented towards the change from the present state to a desired state in the future as formulated in the objective to be achieved. 3) Planning involves people into a process to determine and find the desired future. 4) Planning gives directions as to how and when actions or actions will be taken and who are the parties involved in the action. 5) Planning involves an estimate of all activities that will be passed or will be carried out. 6) Planning deals with the determination of priorities and the order of action to be taken. 7) Plan as a starting point to determine the direction of organizing, driving, coaching, assessment, and development activities.

According to Sudjana (2010:68) several steps to carry out non-formal education planning are preparation, implementation, and assessment. Preparation is a program type review activity to be held and the type of priority program, review of community learning needs through identification techniques to the target group, the step of preparing the program by carrying out potential identification activities and program target selection, data processing, preparing proposals, motivating prospective citizens to learn, carrying out evaluations and analysing evaluation results.

From the opinion of the above experts, it can be concluded that planning is an activity carried out to arrange the stages of activities carried out to achieve the goals that have been set.

Organizing according to SMM PKBM is an activity to prepare and move identified resources. review and organize the resources that will be utilized in accordance with the needs or demands of the activity program.

Organize the implementation of the program and organize educational personnel. In organizing according to Sudjana, (2010: 71) there are the following characteristics: (1) is the effort of the leader or manager to combine human and non-human resources; (2) Human resources are people or groups of people who have expertise, abilities, and physical conditions that are in accordance with the demands of the organization and environmental development; (3) non-human resources such as facilities (buildings/parlors and supplies), tools and costs are available or can be provided; (4) these resources are integrated into the organization; (5) In the organization there is a division of duties, authorities and responsibilities to carry out the series of activities that have been planned. Furthermore, Saul W. Gellerman argues as quoted by Samuel B. Certo in J. Winardi (2003) that the organizing process has the following stages: (1) carrying out the reflection of plans and goals; (2) establish the main tasks; (3) divide the main task into section tasks; (4) allocate resources, and section task instructions; (5) evaluate the results and strategies of organizing implementation. Organizing is an activity to collect and arrange existing resources, especially human resources so that the activities of achieving the goals that have been set can be implemented effectively and efficiently. This is in accordance with the opinion of Schermerhorn (1996: 218), that organizing is the process of organizing people and other resources to achieve common goals. Muhammad (1992:32): said that organizing is the preparation of organizational resources in the form of unity in a memorable way so that the goals and objectives of the organization are designed to be achieved.

It can be concluded that organizing is an activity to build an organization consisting of human resources as responsible for the use of all resources and implementing program activities in accordance with organizational planning. Explained in SMM PKBM that the task in charge of the program in the field of education is: (1) motivate citizens to learn, (2) hold or develop 6 basic teaching materials for learning citizens and basic teaching materials for tutors and sources, (3) carry out the teaching and learning process, (4) assess the process and results of teaching and learning activities periodically. In the field of information services: (1) compiling and or conducting teaching materials, (2) providing information services. As for the field of partnership or cooperation, the responsibility of the program implementer is to implement and develop a network of partnerships or functional cooperation. In the field of technical coaching of education personnel, carrying out or organizing technical coaching education both independently and on facilitation of technical builders. In the field of monitoring and control, carrying out monitoring and control of program activities. Human resources are the determining factor in compiling and planning and implementing, assessing and supervising and even developing all organizational

activities.

This means that a human being performs certain activities, driven by biological needs, instincts and possibly other elements of obligation and the consequences of the influence of human cultural development. The emergence of behavioral changes in learners depends on the quality of stimulation (stimulus) from the communicating party. In this case, McQuail's Stimulus Response Theory applies, (2010:467) mentions that the SOR (Stimulus, Organism, Response) theory believes that the cause of attitudes that can change depends on the quality of the stimulation that communicates with the organism. The essence of this theory is that every process of media effects that occur on a person, starting from the attention or exposure of some media message. To create quality learning activities in learners, it is important to create a process that spurs their learning spirit. Through the provision of motivation learners feel the need to learn and want to do learning activities. Motivation is always related to needs, both biological and psychological needs. Then the students will respond.

The stimulus responded by the individual according to Prawira, (2012: 64-65) depends on several factors, including (1) attention factors that are psychological aspects. The next step is the implementation of the program. Daryanto, (1998) explained that implementation is a process, way, act of implementing a decided plan or planning. The process of implementing all concept plans of ideas and ideas that have been made before to achieve common goals. The implementation function by PKBM managers can be seen in guiding activities and become motivators for learners and educators and education personnel for the improvement of their abilities. It can be concluded that the implementation is a program of activities related to human resources, as the implementation and empowerment of supporting equipment for the implementation of the program for the achievement of organizational goals.

Furthermore, in order for the implementation to meet expectations, objective, reliable program evaluation activities are needed, and produce useful reports in order to improve and make better decisions. According to Blaine R. Worten and James R. Sanders (1973:27-30) in Murzyanah (2011:1.2-1.3) program evaluation is the process of describing, collecting data and submitting information to decision makers that will be used for consideration of whether the program needs to be improved, discontinued or forwarded.

Furthermore, Wirawan (2011: 51) mentioned that program evaluation can be grouped: (1) Process Evaluation, is an activity to research, assess whether the intervention or service of the program has been implemented and the target population served as planned, and assess the program implementation strategy; (2) Outcome Evaluation, is the activity of researching, assessing, and determining whether the program implemented has produced the expected changes; (3) Impact Evaluation.

PKBM Management Minimum Standards explain that evaluation / assessment is an activity to measure the level of achievement of drafting goals. Such as compiling recommendations for measurement results as input materials for annual work plans and compiling an annual report on PKBM implementation. In this regard, Akdon (2011:72) explained that evaluation activities are carried out to determine the objectives of the action plan that has been determined based on the success rate of implementation of the plan prepared. Aspects assessed in order to improve program/activity performance include aspects of input evaluation, process evaluation, output assessment, outcome evaluation and impact evaluation.

Furthermore, Sudjana, (2008:29) mentioned that: Program evaluation has a special purpose, namely: 1) providing input for program planning, decision making for / modification or improvement of the program, related to supporting factors and program inhibitions, for motivational and coaching activities (supervision, supervision and 7 monitoring); 2) present input for decisionmaking in relation to follow-up, expansion, or termination of the program; 3) present data on the scientific basis for program evaluation. Evaluation of education according to Wand and Brown (Nurkencana, 1986: 1), educational evaluation can be interpreted as an action or a process to determine the value of everything in the world of education or everything that has to do with the world of education.

It can be concluded that educational evaluation is formulated as a systematic activity to collect, process and present useful information to plan work programs in the future and to compile PKBM activity reports. The above management functions are activities that are gradual, sustainable, and mutually reinforcing between each other on an ongoing basis. The implementation of PKBM program management in addition to being largely determined by the internal competence of PKBM management, is also largely determined by the involvement of stakeholders who cooperate with each other for the achievement of organizational goals, especially accredited PKBM institutions. The quality of PKBM program management is largely determined by the achievement of PKBM activities standards. Directorate of Community Education Development (2010) interprets the standard is the minimum criteria specified to be a benchmark for the implementation of activities. Standards under Law No. 20 of 2014 are technical requirements or something that is standardized, including procedures and methods prepared based on the consensus of all parties / Governments / international decisions related to regard to the requirements of safety, security, health, environment, development of science and technology, experience, and current and future developments to obtain maximum benefits.

The Directorate of Community Education Development (2010: 29) stated that PKBM management standards of PKBM management standards include: (1) PKBM management implements community-based management

indicated by partnership, community participation, openness, and accountability; (2) decision-making is made by the managing meeting; (3) have guidelines governing: curriculum, educational calendar, organizational structure, division of educator and educational duties, and implementation of learning; (4) have the vision, mission, and objectives of the institution; (5) have a work program; (6) have; (7) have guidelines for reporting procedures.

Based on the above exposure, it can be mentioned that the quality of program management in PKBM organizations is determined by the managerial ability of program managers who are flexible, innovative, creative and thorough, thus affecting the achievement of the quality of all programs managed by PKBM. All PKBM organizational resources both human resources (tutors, PKBM managers, program organizers / program managers) and tool resources, etc. are certainly important factors that are integrated cohesively and conductively in supporting the achievement of PKBM goals including the quality of accreditation results. All programs held at PKBM are also expected to focus on the main needs of the community, so that PKBM's position as a Nonformal and Informal Education institution is relevant to the dynamics of community life including in the rapid development of digital literacy. Through this strategy it is expected to be able to play an important role as the right solution, through the community learning process for the improvement of quality of life. For this reason, PKBM program management must meet PKBM management or management standards with the most optimal in solving community problems.

## II. METHOD

The research method uses a qualitative approach with the type of case study research. Therefore, this research is not only to describe the object under study, but also to explore the facts and data as they are. Program management in PKBM not only reveals contextual data, but also provides qualitative interpretations in order to provide integrative confidence. Through this method, a qualitative research approach is carried out. According to Moleong (2005:6), qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. Holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods.

This means that the data on PKBM management collected by researchers are not in the form of numbers, but data from observations, interview scripts, field notes, personal documents, memo notes, and other official documents. Through all the data, it is hoped that information can be collected in accordance with the purpose of this qualitative research, namely a realistic and empirical description of the existing phenomena in depth, detail, breadth and detail and complete.

The purpose of this study is to understand and reveal in

depth how the social interaction between PKBM managers and program managers, with PKBM education/administrative staff and with program tutors, especially with regard to PKBM program management. The qualitative approach carried out in PKBM is intended to describe the program management process that occurs in the field to find its strengths and weaknesses as well as solutions that must be made to improve the management of this PKBM program. In this regard, this research will examine several things as follows: (1) The empirical background of the field and researchers as the main instruments; (2) The research was conducted in natural conditions (natural setting); (3) Data is collected, and given meaning to gain an understanding of the cases that occurred; (4) The results of the research are a description of the background, conditions, characteristics of the respondents, as well as the reality of the implementation of program management/management functions. In accordance with the type of case study research, the research is carried out in detail, in depth, credible, comprehensive, systematic and meaningful so that it can answer the question of how the PKBM program management is implemented. Data collection was carried out by researchers as a key instrument, through observation, researchers went directly to the field. Previously, the researcher obtained permission from the responsible parties according to the applicable procedures. This research was conducted at PKBM Al Islah in Central Jakarta. The focus of this research is to find out how the implementation of the management of the Al Ishlah PKBM program, the primary data sources are: (1) the Chair of the PKBM; (2) Secretary; (3) Treasurer; and (4) Program Head, whose secondary data sources are (1) Program Tutors; (2) TBM Manager; (3) Learning Citizens; and (4) a sub-district supervisor in the city of Central Jakarta and (5) other written documents or data and photos, as supporting data to complete primary data. The research technique is an in-depth interview (indept interview) assisted by interview guidelines, recording, observation, and documentation, regarding the program management process in the form of concepts, views and thoughts, especially in the sections related to the research focus. Observations were made to collect data through direct observation for six days with varying times. about approximately 3 hours. Researchers build good relations with informants, so that researchers really know the types of activities in program management in PKBM. Researchers also conducted documentation studies, such as PKBM profiles, institutional administrative archives, and photos of activities. The finalized data analysis is the qualitative data analysis of Milies and Huberman (1988:23), which includes data reduction (data reduction), data display (data presentation) and conclusion drawing/verifying (drawing conclusions/verification). To find out the validity of the findings, the researchers did the following: extending observations, increasing persistence, triangulation, peer discussion, and conducting member checks.

### III. RESULTS

PKBM program planning, consisting of PAUD programs, literacy education programs, equality education programs,

courses and skills programs, and TBM programs, PAUD program planning has been implemented properly, which includes the preparation of Daily Work Plans (RKH), Weekly Work Plans (RKM), Semester Work Plans, and Annual Work Programs, for the Literacy Education program, Equality Education program, Skills Course Program, and TBM program. The steps for preparing the program proposal are as follows: identifying needs, designing programs, compiling a budget, identifying learning citizens by involving elements of the local government, but not involving the community such as the Rukun Tetangga (RT), and Rukun Warga (RW), and not involving stakeholders who are in PKBM Al-Ishlah. Activities and meetings such as meetings, where there are decisions and provisions for clear objectives, there is a budget plan, determining human resources to work, and preparing infrastructure are the planning stages. The data above shows that the PAUD program has been implemented well, as evidenced by the existence of routine planning such as: Daily Work Plans (RKH), Weekly Work Plans (RKM), Semester Work Plans, and Annual Programs, although there is still writing of NIMs for students who incorrectly on the Student Name List document. Planning is incidental in the form of writing proposals for program activities, such as: literacy education programs, equality education programs, courses and skills programs (life skills), and Community Reading Parks (TBM) which are made when receiving assistance. This shows that planning is not every year but only when it receives financial assistance from the government; The organization of the Al Ishlah PKBM program has a diverse organizational structure, the organizational structure of the PAUD program consists of the chairman of the organizer, educators and education staff, literacy education programs, the equality education program consists of a chairman and members, for skills course programs consisting of a chairman and deputy chairman, while the organizational structure of the TBM program consists of the head of the TBM and members. There are job descriptions of the PKBM chairman, job descriptions of the program executive chairman, job descriptions of treasurers, job descriptions of the secretary, and job descriptions of teachers/tutors. The data shows that the organization of the Al-Ishlah PKBM program has been carried out well, this shows the managerial ability of the PKBM chairman. The management of PKBM Al Ishlah is more dominated by the kinship system, the existence of concurrent positions and job descriptions that have not accommodated every part of the organizational structure such as job descriptions of the vice chairman and members; Implementation of the program according to a predetermined schedule and through learning that has been prepared by each program tutor, in the implementation there are interesting findings due to the integration of literacy education programs and equivalence education because the material provided involves courses and skills programs, in addition to the academic competencies that are the core of the program. learning objectives, competency skills (skills) are also competencies that must be possessed by learning citizens. After participating in learning activities, it is expected that

learning residents can develop their skills into jobs to earn income so that they can increase family economic income, this phenomenon shows the existence of cooperation between program organizers in implementing programs to achieve program goals. To support the implementation of the program activities in each program, funding sources are obtained from government assistance through the DKI Provincial Education Office, Central Jakarta City Education Office. This information shows that the four programs have not been able to develop their programs. So, only the PAUD program has been able to finance its own program, the funds are obtained from the help of PAUD children's parents, but to further improve services, the PAUD program has also applied for assistance to the DKI Provincial Office in the form of a Similar PAUD Unit (SPS) program and Operational Assistance. Education (BOP) PAUD in 2019; Evaluation of learning programs is carried out by tutors to determine the ability of learning residents, for the services that have been provided, program evaluations are carried out on all planned program implementations. The program evaluation is carried out by the PKBM chairman as a form of his managerial ability in managing the Al Ishlah PKBM program. External guidance is in the form of motivation by PNFI Superintendents at the District and City levels of East Jakarta. Overall program management is carried out effectively and efficiently. Discussion Planning is a systematic process in making decisions about actions to be taken in the future. It is called systematic because planning is carried out using the principles of the decision-making process, the use of knowledge and organized action, in other words planning is the process of making decisions about work or activities that will be carried out in the future to achieve goals. The planning of the PKBM al Ishlah program is prepared through a meeting forum to determine clear goals, prepare a budget plan, determine the human resources that work, prepare the facilities used. The PAUD program planning has been implemented well, which includes the preparation of the Daily Work Plan (RKH), Weekly Work Plan (RKM), Semester Work Plan, and Annual Work Program, for the Literacy Education program, Equality Education program, Skills Course Program, and TBM, is only carried out when preparing a program proposal with planning steps such as identifying needs, compiling a budget, in identifying learning citizens by involving elements of the local government, but not involving the community such as Rukun Tetangga (RT), and Rukun Warga (RW). The findings above are in accordance with the opinion of experts who state that when planning is discussed, this activity will not be separated from matters relating to the decision-making process (Schaffer in Sudjana, 2010:55). Stated planning is the process of preparing a series of decisions to take action in the future leading to the achievement of goals. This planning relates to what will be carried out, when, by whom, where and how to carry it out (Arikunto & Yuliana, 2009: 31). In preparing the program plan, attention is paid to the background of educators and the experience of the Human Resources assigned to implement the program, because education and experience are factors that can affect the

achievement of program objectives. Planning is a fundamental function of all management functions because without planning, other functions, organizing, mobilizing, coaching, evaluating/assessing, and developing non-formal education management will not be able to be implemented. Planning is done to arrange a series of actions or activities to achieve goals. Then it is explained again about the importance of planning in educational organizations which is a satisfactory way to keep the organization standing and advancing as a system (Pidarta, 2005: 3). Non-formal education planning is an activity related to a systematic effort that describes a series of actions that will be carried out to achieve program goals that are oriented towards institutional goals. Non-formal education planning as an activity of compiling a series of actions to be carried out to achieve goals, should pay attention to planning steps including preparation, implementation, and assessment. The preparatory step is an activity of reviewing policies or types of programs that will be launched and the types of programs that become priorities, studying the learning needs of the community, by identifying directly with the target group, steps for program preparation by carrying out potential identification activities and selection of program targets, data processing, preparing proposals, motivate prospective citizens to learn, carry out evaluations and analyze the results of the evaluation (Sudjana, 2010:80). Organizing as one of the management functions related to efforts to involve people into groups, and efforts to divide work among group members to carry out previously planned activities. Based on data exposure and observations and research results, it was the PKBM chairman al Ishlah who had compiled a job description consisting of a description of the duties of the PKBM chairman, job descriptions of the chairman of the program, job descriptions of treasurers, job descriptions of the secretary, and job descriptions of teachers/tutors, the data shows that the organization of the PKBM al Ishlah program has been carried out properly. According to experts, organizing is an activity in determining the relationship between humans and activities that will be carried out in an effort to achieve goals (Longenecher in Sudjana, 2010:44). Reaffirmed that organizing is an activity or activity in serving the process of activities to achieve the goals that have been set (Connor in Sudjana, 2010:58). Organizing functions to regulate activities that must be carried out by program organizers which are the delegation of tasks and authority to carry out activities, in accordance with the assigned tasks. Organizing is done to collect and arrange human resources in such a way that the achievement of the goals that have been set can be carried out effectively and efficiently. Organizing non-formal education is an effort to integrate the human and non-human resources needed into a single unit to carry out activities that have been planned to achieve the goals that have been set (D. Sudjana, 2010). Thus organizing is an activity to form an organization consisting of human resources who will utilize other resources to carry out activities as planned. The organizational structure is a division, uniting, and division of tasks into an arrangement of small units that form one large unit. Organizing is the unification and collection of human

resources and other resources in an organizational structure (Arikunto & Yuliana, 2009: 31). It is emphasized that organizing is the determination of the resources and activities needed to achieve organizational goals, the process of designing and developing the organization to lead towards the goals, the assignment of certain responsibilities, the delegation of authority to individuals to carry out their duties, and also an arrangement of working together with financial resources, physical, and human in the organization, organizing is also the preparation of an organizational structure in accordance with organizational goals, resources owned, and the environment (Handoko in Usman, 2003:29). Implementation is an activity related to human resources, which will implement and empower the supporting equipment for program implementation. The plans and organizations that are drawn up will be meaningless if they are not implemented without the support of human resources. Implementation is an activity carried out jointly between the chairman of PKBM, chairman of the organizer, program tutors and learning residents. In accordance with their respective duties, authorities and responsibilities, in order for the implementation to run effectively, the importance of the role of the PKBM chairman as a manager is to lead the organization well, carry out effective communication and motivate learning residents and program tutors so as to create a conducive learning atmosphere and create collaboration. In harmony between PKBM stakeholders, it is explained that implementation is a process, method, act of carrying out the design or planning that has been decided (Daryanto, 1998). In program implementation, collaboration is also evidenced by the integration of literacy education programs and equality education because the material provided involves coursework and skills programs in addition to academic competencies which are the learning objectives, skill competencies are also competencies that must be possessed by learning citizens so that they can develop the skills possessed become productive jobs so as to increase the family's economic income, this phenomenon shows the existence of cooperation between program organizers in implementing programs to achieve program goals. Program evaluation is the next process in program management at PKBM al Ishlah. evaluation of learning programs is carried out by program tutors to determine the abilities that have been obtained by learning residents, and the implementation of services that have been provided, program evaluation is carried out on all planned program implementations. In line with the findings above, it is explained that evaluation as a process of identifying and collecting information to assist decision-makers in choosing among available decision alternatives (Worthen and Sanders in Sudjana, 2010:243). Evaluation of the PKBM al Ishlah program carried out by PAUD tutors through daily learning activities according to the Daily Work Plan (RKH), evaluation of literacy education programs is carried out through tests, equality education programs are carried out with daily tests, mid-semester tests, and semester tests, and practice skills. Evaluation/assessment, in this case is an action plan that has been implemented, it is necessary to know the achievement of

its performance. Evaluation is also defined as a systematic activity to collect, process and present data or information needed as input for decision making (D. Sudjana, 2010). Seeing these limitations, there are important elements in the evaluation, namely: 1) systematic activities, meaning that activities are carried out through orderly procedures; 2) information data obtained through the efforts of collecting, processing, and presenting using scientific methods and techniques; 3) decision making emphasizes that the data presented provides useful value as input for decision making about the alternatives taken. Evaluation activities are carried out to determine the achievement of the objectives of the action plans that have been determined based on the level of success of the implementation of the plans drawn up. Aspects that are assessed in order to improve program/activity performance include aspects of input evaluation, process evaluation, output evaluation, outcome evaluation and impact evaluation (Akdon, 2011: 47). Program evaluation has specific objectives, namely: 1) providing input for program planning, decision making for program modification or improvement, relating to program supporting and inhibiting factors, for motivation and coaching activities (supervision, supervision and monitoring); 2) provide input for decision making related to the follow-up, expansion, or termination of the program; 3) presenting data on the scientific basis for program evaluation. (Sudjana, 2006:71). Evaluation activities must be carried out with scientific procedures to ensure objective data collection so that the resulting decisions are not biased. Evaluation can be carried out with the following steps: 1) Identifying the decision-makers who want the activities and results of program evaluation; 2) Studying written sources related to evaluation; 3) Determine the aspects to be assessed; 4) Formulating general and specific objectives of evaluation activities; 5) Select and determine the assessment method to be used; 6) Develop evaluation questions, assessment hypotheses with reference to the evaluation objectives; 7) Determine the evaluation target group. All organizations have strengths and weaknesses, internal strengths and weaknesses, combined with external opportunities and threats with a clear mission statement, form the basis for setting goals and strategies. Goals and strategies are set with the intention of leveraging internal strengths to overcome weaknesses. The management of PKBM Cahaya was analyzed by researchers using a SWOT analysis: 1) Strengths: having 15 structured curricula; have an educational calendar; planning in the form of RKH, RKM, RKS, Annual Programs, and program proposals as well as the implementation of learning that contains learning objectives, indicators, teaching materials, methods, teaching resources, and assessment of learning outcomes; learning process by developing morals and religion, physical motoric, language, cognitive, social emotional art, life skills, as well as literacy and numeracy culture; life skills-based learning process; have facilities that include: equipment, learning media, books and other learning resources, consumables, and other equipment needed to support the learning process on a regular and continuous basis; there is infrastructure which includes own building,

classroom, leadership room, reading room/TBM, TPA room; decision making is carried out by the management meeting; 2) Weaknesses: lack of innovation in program development; does not have a curriculum setting procedure; does not have a learning model that is in accordance with the characteristics of the region; lack of competence of educators and education staff; the work program is made only for the PAUD program, while for other programs it is made when submitting a proposal for assistance; does not have internal guidance system guidelines; there has been no program development effort, only PAUD programs that have been oriented to program development; there is no partnership with the Business World/Industrial World (DU/DI); seems less independent because to finance the program they still depend on government assistance, only the PAUD program is already independent; 3) Opportunities: increasing community needs for more advanced education; become a solution to the problem of dropping out of school; easily accessible to the public; the cost of education is affordable for the lower middle class; 4) Threats: many people do not know about the existence of PKBM as an alternative route in taking education levels; there may be a cynicism of some members of the community towards PKBM if they see the behavior of the PKBM supervisors, managers who use PKBM to misuse aid funds from the government or from other parties only for personal gain; there are many PKBM in the area of Central Jakarta City

The SWOT analysis above can describe the performance of PKBM al Ishlah which involves input in the form of inputs needed to carry out activities in all programs such as educators and education staff, government assistance and parents of students, learning residents, institutional infrastructure. The process includes the implementation of programs related to learning activities. Outputs are products / outputs produced or program graduates, the results of the skills of learning citizens, out came such as feedback from the community with increasing credibility of the PKBM institution in the eyes of the government and the community, the benefits have a direct impact on the PKBM institution itself, for the community, and for the government. Impact, the government's acknowledgment of the existence of PKBM al-Ishlah as an alternative to non-formal education.

#### IV. CONCLUSIONS

The conclusions of the four management functions at PKBM al Ishlah in central Jakarta are as follows: Program planning is carried out through management and tutor meetings including PAUD programs, Literacy Education programs, equality education programs, courses and skills programs, and TBM programs. Planning is well prepared according to the needs and existing conditions. There are plans that are carried out continuously/continuously such as PAUD programs, and incidental planning means literacy education programs, equality education programs, courses and skills programs, and TBM programs, planning is not carried out every year, only prepared when applying for aid funds. Organization of the Al Ishlah PKBM Program has formed an institutional organizational structure and organizational

structure for program implementation, and the division of duties of each authority is clear. The organizational structure of the PKBM al Ishlah program is outside the organizational structure of the institution, such as: PAUD organizational structure, equivalence education program, skills course program organizational structure, and TBM program structure. The management of PKBM Al Ishlah is more dominated by the kinship system (family ties), job descriptions that do not accommodate positions in the organizational structure, and the existence of multiple positions. Program implementation has been going well according to the plans and objectives set, what is interesting is the integration between programs in program implementation, such as literacy education programs and skills course programs, equality education programs and skills course programs, because one of the materials in literacy education programs and the equivalency education program has life skills material, which is related to coursework and skills programs. The program evaluation consists of the PAUD program. Evaluation is carried out every learning day. The literacy education program is evaluated at the end of each activity through a written test and skills practice. Equality education program evaluation activities are carried out with daily tests, mid-semester tests, and semester tests. The skills course program through the practice of making skills, for evaluation of institutional activities is carried out once a year. There is guidance carried out by PNFI inspectors at the sub-district level through motivation to managers and learning residents, and through monitoring once a month. From some of the conclusions above, in general it can be concluded that the management of the PAUD program tends to be good because program management has been effective and efficient, meaning that the management is successful, efficient, meaning in terms of inputs and outputs according to the desired goals, and adequate financing. issued with results in the form of program graduates who have shown satisfactory results, this shows that the activities carried out are carried out according to the plans and goals set, and the benefits are felt by institutions, the community and the government, management with reference to the Daily Work Plan (RKH), Work Plans Weekly (RKM), Semester Work Plans and Annual Work Programs, Management of Functional Literacy Education (KF), Equality Education, Courses and Skills and TBM, are only limited to when submitting proposals and have not made efforts to manage programs that are innovative, creative, and comprehensive, supervisor construction is only in the form of mon mentoring by only providing motivation, coaching has not been oriented to the development of the PKBM program, the management of PKBM is expected to be more innovative by being oriented to program development and the program does not depend solely on government assistance.

#### *Recommendations*

From the conclusions stated above, the researcher conveys several suggestions that are expected to be useful for: (1) PKBM chairperson, further improving managerial abilities,



motivating educators and education staff, intensifying coordination, communication and utilizing information needed by PKBM managers, program organizers and program tutors, existing teaching and educational staff so that they are optimally empowered, to be more open in managing PKBM, the orientation of PKBM management in the future should be more innovative by focusing on program development; the existing organizational structure should be consistent, and pay attention to the guidelines for the formation, development and standardization of PKBM, develop the priority scale of the program to be accredited; (2) Program organizers play a more active role, in an effort to develop PKBM, always strive to increase the ability, willingness to develop the PKBM program; (3) Program Tutors and TBM Officers, motivate themselves to always want to improve abilities related to their duties and functions, trying to find innovative and creative learning methods in accordance with changes in technology and information; (4) Learning Citizens participate in learning activities as well as possible and try to apply knowledge in daily life, making the best use of the knowledge and skills acquired to improve education and increase the family economy. (5) The supervisor in conducting coaching is not only limited to providing motivation but more emphasis on fostering PKBM management, and PKBM administration, every time carrying out coaching should always provide notes that must be considered by PKBM managers, program organizers, and program tutors in carrying out their duties and functions.

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