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Nonformal Education Management In Improving Quality Of Marginal Communities In The Millenium Era

(Qualitative Descriptive Study at PKBM Negeri 17 & PKBM Negeri 04 North Jakarta)

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Abstract

This research is a research related to the nonformal management education to improve the quality of education for marginalized communities, which are located at PKBM Negeri 17 and PKBM Negeri 04, North Jakarta. This research aim is to know, how the PKBM team manage them. Besides that, the researchers also would like to investigate the budget organization and learning system from the PKBM, teaching planning and evaluation system. This research uses a descriptive qualitative approach with a case study method. The research technique is observation and deep interview. The focus for this research is the difficulties for the marginalized in gaining access to good education. By using an educational management theory approach, the researchers aim to research how marginalized groups respond to States PKBM Negeri 17 and PKBM Negeri 04. The research results show that PKBM Negeri 17 received considerable enthusiasm from the community, especially the marginalized.

Furthermore, this PKBM can demonstrate that its existence expands the network through the concept of collaboration, allowing management to make comparisons and seize opportunities to develop educational processes and outcomes in accordance with the needs of the time. As for the conclusion, in general, PKBM Negeri 17 & PKBM Negeri 04 has good management and is well accepted by the community. In addition, this PKBM is able to produce graduates who are able to compete in the millennial era.

Key words

PKBM, Education, Management, Quality, Marginals

Introduction

Nonformal education may be defined as an option to address the community's educational needs, with the same obligations and tasks as other education systems in delivering non-formal education services. According to Ivanov, I.V. (2016) that Nonformal education is one way, which provides opportunities for anyone to enrich science and technology through learning lifetime. Nonformal education is any opportunity where there is regular and directed communication outside of school. The statement above is strength-tenth by Indonesian Government Regulation of the Republic Number 19 of 2005 in the first subsection, that nonformal education is an educational route outside of formal education that can be carried out in a planned and graded manner. Nonformal education is one of numerous words that developed in educational research in the late 1970s, according to Sudjana (2010, 14). Lifelong education was one of the first worldwide educational phrases to emerge. In Indonesia is one of nonformal education that depicted Lifelong education. One of the type Lifelong education is PKBM.

PKBM was formed by, from, and for the unlucky people or the marginal. That is the reason, why PKBM has the potential like government formal schools, because there is the government's dominant role. Therefore, it is hoped that in the long run, most PKBMs will become self-sufficient. Hopefully, PKBM will be able to go hand in hand with PKBM independence. That is the reason, why many marginal' self-identity will be built by PKBM. At the outset of its existence, PKBM served as a learning center for the inhabitants of the community in which it was located. PKBM was founded by the community, for the community, and by the community. PKBM's principal activity is teaching the community through various out-of-school education programmed offerings.

The learning process in PKBM emphasizes numerous aspects of the human existence as well as one specific component of learning. Another potential that PKBM has as a community learning institution is the capacity to engage jointly and synergistically with many other institutions that may awaken the aspirations of the community from varied backwardness. The third characteristic is that PKBM uses learning community members as subjects in the learning process. Students must

participate actively in carrying out learning activities. The learning process through this business study group is in accordance with a study in a national journal on the Small Business Group-Based Business Unit Development Model. This is in line with the statement of Openjuru (2012), *"Student-centered learning groups based on the curriculum and learning process will significantly develop habits of study, work, start becoming members"*.

PKBM provides various advantages in terms of nonformal education. They can develop this potential in the following ways: first, they receive a lot of community support in many forms. When it comes to making a choice, PKBM heavily consults the community. This is related to the statement from Rogers (2005), which defines that Nonformal education at that time was defined as all education outside the formal system, as follows: relevant to the needs of disadvantaged or marginalized groups of people, addressed and has special attention to specific target categories, focused on programs that suit needs, flexible in organizing, teaching and in learning.

The community's role is that of a collaborator. They have an equal relationship with program managers. Furthermore, members of the community serve as controllers. They make all choices about extramural education programs. In addition, PKBM has the ability and capability to organize all educational programs, both nonformal and informal, to develop students' abilities. PKBM can apply the principles of group learning in the implementation of learning activities. In this way, learning residents can carry out learning activities with other learning residents. They work together in a study group. With an integrative approach, namely a process that combines various aspects of community life in an out-of-school education learning program service.

PKBM sets all learning inhabitants in the same position, namely as human beings with the ability to satisfy their own needs. The presence of PKBM can be related with the empowerment of society as a whole in the sense that it can assist marginal groups in having balanced capacities when compared to other groups that have a more wealthy economic life. Their rights benefit both socially and economically, by offering inexpensive educational services that allow them to advance their economic position. At present, PKBM is an opponent to be reckoned with in educational competition, if there is no good management. According to Murni Yanto (2022) *"Management is hypothetically separated into three, to be more specific: traditional hypotheses, old-style hypotheses, and present-day hypotheses. The traditional hypothesis accepts that workers or normal people, thinking coherently and working is something that is anticipated"*

PKBM management provides effective as well as positive results in facing global challenges so that it is in line with the objectives of PKBM Management. In this study, researchers will analyze the management system, which is used in two PKBMs: PKBM Negeri 17 and PKBM Negeri 04. The Community Learning Activity Center (PKBM) Negeri 17 is located on Jl. West Self-sufficiency VIII No. 8 North Jakarta Administrative City DKI Jakarta Province. The local government established

this nonformal education institution on behalf of PKBM Negeri 17 in order to absorb pupils who drop out of school owing to economic issues, behavioral gaps, problems with citizen administration completeness, orphans, and so on.

This research was undertaken in considering the significance of management in which there are developing, planning, implementing, monitoring, and evaluating may take use of local resources as an opportunity in arranging the society so that they engage actively in executing the program deemed capable of giving results for changes within the community so that their economic level continues to improve and towards the prosperous stage. This research is confined to the management of community learning activity centers in boosting the efficacy of PKBM Negeri 17 and PKBM Negeri 04 management, in order to make the conclusions of this research deeper. Based on the problems above, the problems that will be examined in this study are first, how can the management at PKBM Negeri 17 and PKBM Negeri 04 be able to elevate the status of the marginalized? Then, the second thing is how effective is PKBM Negeri 17 and PKBM Negeri 04 in improving the education of marginalized communities in North Jakarta?

The purpose of this research is the managerial efficacy of PKBM is assessed using an external source technique. The researchers wanted to look at management qualities in terms of managing, safeguarding, and controlling key skills and resources. Aside from that, the researcher would want to see what has been generated and the efficacy of management in the two PKBMs in North Jakarta.

Method

The type and approach of this research is a case study research. This case study is a research conducted by analyzing a case with qualitative methods. According to Suharsimi Arikunto (2003,108) defining a qualitative approach is an approach by viewing the research object as a system, meaning that the object of study is seen from a unit consisting of interrelated elements and describing existing phenomena Related to the statement above, Robson (2002: 89) states, "The case study technique is employed for "the intensive and extensive production of information about a single instance, or a limited number of related cases". Moreover, in any case study research, data validity is tested through a credibility test. Related to this, Yusuf (2014) stated "*Test the validity of the data. Test the validity of the data through the credibility test, transferability test, dependency test, and suitability test.* As a result, case study research is a type of research that seeks to disclose the meaning that community members place on their behavior and the world around them. When survey or experimental approaches are unfeasible, or when the research topic is still very vast, the case study research method is utilized.

This research focus can also serve as a springboard for survey and experimental methodologies. Field research is utilized in nonformal education research such as PKBM when the study issue is still open to the broadest possible exploration options, the research topic is a new phenomenon that is seldom or never

discussed before, and a comprehensive picture can only be produced by employing an approach. on actual groups to attain true essence. For this reason, the data collection methods in this study are observation, interviews and documentation.

Secondly, the State Center for Community Learning Activities (PKBM) 04 which is domiciled on Jl. Pademangan Timur VI No. 77 North Jakarta Administrative City DKI Jakarta Province stands on an area of 350 M2. This institution which is engaged in Non-Formal Education on behalf of PKBM Negeri 04 was initiated by the local government in order to absorb students who drop out of school due to economic problems, drop out due to behavioral gaps, problems with completeness of citizen administration, orphans and so on. PKBM Negeri 04 is a form of government concern in creating a society that is responsive to the development of information transformation.

Result and Discussion

In this research, researchers will analyze management at PKBM Negeri 17 and PKBM Negeri 04, related to problems of organizing, planning, implementing, evaluating, increasing the effectiveness of PKBM management. In addition, a manager will work together and get work results through other people, namely the workers. He or she will not only be responsible for his own work, but he or she must also be responsible for the work of others. For this reason, a manager must be able to set priorities, be able to think critically and conceptually, and be able to make the right decisions in difficult times. The essence of management is leadership. In addition, her she must also be able to mediate between conflicting between parties.

Community Learning Activity Center (PKBM) Negeri 17 which is domiciled on Jl. West Self-sufficiency VIII No. 8 North Jakarta Administrative City DKI Jakarta Province stands on an area of 402 M2. This institution which is engaged in Nonformal Education on behalf of PKBM Negeri 17 was initiated by the local government in order to absorb students who drop out of school due to economic problems, drop out due to behavioral gaps, problems with completeness of citizen administration, orphans and so on. PKBM Negeri 17 is a form of government concern in creating a society that is responsive to the development of information transformation. This is realized in the form of Functional Literacy (KF) as the initial program of the application of nonformal education activities

Concerning States PKBM 17, it is a type of government concern in establishing a society responsive to the growth of information transformation. This is implemented in the form of Functional Literacy, as the initial program of nonformal education activity application. As part of the government's ongoing efforts to complete the nation's 9-year compulsory education and to equip the nation's next generation, help the students understand and youth, with various knowledge and skills, the State Community Learning Activity Center (PKBM) 17 Jakarta, one of the nonformal educational institutions, is attempting to approach the local community in order to generate enthusiasm and motivation for the

community to be able to study again even if they have previously failed.

PKBM Negeri¹⁷ is led by a competent leader or by someone with four or more training certificates, workshops, and technical guidance pertinent to PKBM. Someone who would run a PKBM institution must have management and PKBM management abilities. Implementation of PKBM Management as a formal education unit must also refer to the SNP, so that the outputs and positive impacts or outcomes are consistent with educational standards that apply throughout the territory of the Unitary State of the Republic of Indonesia, according to the criteria established by the Government. In this context, the Management Standard is the standard that must be reached in the field of accreditation with the most important

In other words, in order for PKBM unit managers to achieve the minimum criterion of eight SNPs, the service work process must unavoidably fulfill the accreditation standards of the National Accreditation Board for Nonformal Education and Education (BAN PNF) referring to the PKBM unit rubric. This comprises completing the following tasks: Leadership, Work Plans, Organizing, Implementation Management, Supervision, Activity Reporting, and Financial Results. As a result, PKBM units that have been accredited might be considered appropriate to deliver educational institution service. The National Accreditation Board for Education and Non-Formal Education (BAN PNF) refers to PKBM unit rubrics. That includes fulfilling the implementation of: Leadership, Work Plans, Organizing, Implementation Management, Supervision, Reporting of Activity and Financial Results. Thus it can be interpreted that PKBM units can be categorized as appropriate to provide educational services if they have been accredited.

Secondly, the State Center for Community Learning Activities (PKBM) 04 which is domiciled on Jl. Pademangan Timur VI No. 77 North Jakarta Administrative City DKI Jakarta Province stands on an area of 350 M². This institution which is engaged in Nonformal Education on behalf of PKBM Negeri 04 was initiated by the local government in order to absorb students who drop out of school due to economic problems, drop out due to behavioral gaps, problems with completeness of citizen administration, orphans and so on. State PKBM 04 is a form of government concern in creating a society that is responsive to the development of information transformation.

It is well realized that the Center for Community Learning Activities (PKBM) is very important and needed by people who are underdeveloped due to economic factors. In this study the researchers understood that the State 04 Jakarta Community Learning Activity Center (PKBM) is still far from the vision and mission and goals that have been set, but with the support of all parties involved, they will always work together in order to help people who are not and or are unable to provide free/free education services, so that the existence of State PKBM 04 Jakarta provides solutions and motivation for the people of DKI Jakarta in general and the people around the North Jakarta in particular is not and or less able. Why did the State 04 Jakarta Community Learning Activity Center (PKBM) open these programs, because from the results of data collection conducted by Dikmas Field Workers

(TLD) and information from the Heads of Neighborhood Associations around the Jakarta District stated that community members who dropped out of school (DO) pretty much. This is caused by several factors, including: the head of the Rukun Tetangga whose educational status is very low. Then there are socio-economic factors that suppress them, as a result they don't think about the education of their children. Another thing is the environment that is not conducive and the community's indifference to education.

Discussion

From the data above, it would be analyzed that The management of the Equality Education Program at the Center for Community Learning Activities, both at State PKBM Negeri17 and State PKBM Negeri 04, is the unique value to PKBM becoming a center for equality education capable of competing in society as a whole. One indicator of a PKBM's success is the output it generates. The result of PKBM cannot be separated from the institution's effective administration. As a result, whether the quality of the materials created is satisfactory or not is dependent on the administration of the Center for Community Learning Activities (PKBM).

Programs in both PKBM are designed to provide people with knowledge and skills to help them reach their full potential. The Community Learning Activity Center may help to create: early childhood education programs, literacy, equality, women's empowerment, life skills, employment skills, and even youth. This is aligned with Government Regulation 2013 number 8. The programs in PKBM or Community Learning Activity Centers are designed to provide people with knowledge and skills to help them reach their full potential. The Community Learning Activity Center may help to create early childhood education programs, literacy, equality, women's empowerment, life skills, employment skills, and even youth. This is aligned with Government Regulation 2008 number 47 in the third provision.

The first aspect of this research that may be analyzed, related to PKBM managerial is education management in PKBM, such as the learning process. Of course, there were barriers in the teaching and learning process at PKBM Negeri17 and PKBM Negeri 04 that may impede material delivery. The presence of learning residents is the most significant impediment to the teaching and learning process in the package A, B, and C equivalent programs at PKBM Negeri17 and PKBM Negeri 04. The presence of learning residents is definitely quite bothersome since tutors transfer content in a continual manner; how will the material be completed if different individuals arrive to take lessons every day. As a result, the presence of State PKBM Negeri17 State PKBM Negeri 04 and their students has a significant impact on the current learning process.

Then, in the management of education at these two PKBMs, an evaluation of educational staff was also carried out in these two PKBMs which was carried out by the chairman or can be called the principal or manager of the PKBM. The method of assessment is by using a list of employee job assessments. This is done at the

end of each semester. The tutor's working hours at the two PKBMs are slightly different from teachers at formal schools. This is because they have to come from Monday to Saturday, from eight in the morning to four in the afternoon.

Supervision standards only indicate PKBM supervision activities. Based on the findings of the planning results of the community learning activity center program planning at PKBM, this always carries out supervision as expressed by the PKBM heads, in interviews with researchers about whether the PKBM Chair always routinely controls the implementation of PKBM management, the PKBM Chairmen always carry out routine supervision and supervision can only in the field of learning or other matters with the aim that problems can be found that make the sustainability of PKBM management hampered and ineffective

Another key aspect of the management system, both PKBM Negeri 17 and PKBM Negeri 04, is education finance. Education finance is a critical component that cannot be isolated from the teaching and learning process. The effective and efficient use of the education budget is anticipated to create acceptable human resources in the context of developing human resources. Harper, Stephen M. (2011) the capacity of human resources to handle available money with reference to fundamental demands and the priority scale of development programs from year to year in stages and consistently keeping to program planning is one of the keys to educational development success. This analysis is related to Carter (2007), who argued that the study's objective was to determine whether school resource management, in this case State PKBM met quality and accountability standards.

This research is based on the idea that an institution's quality and accountability standards must be met for good management. It is known from the findings of the research that in order for school planning and management to be effective, it is necessary to be able to demonstrate that operational data derives financial data. The constitution requires the government to allocate around 25% of education costs from the APBN and APBD so that the community can obtain education services in accordance with the Ministry of National Education, which are as follows: availability of education programs, affordability of education programs, quality and relevance of education programs and equality.

Marketing is also an essential aspect of management PKBM. PKBM marketing, like any other business, is carried out by the firm to ensure its existence and profit. Marketing may also be defined as a social process in which individuals and groups discover what they want and desire by developing, presenting, and freely exchanging valuable things with others. Marketing is sometimes confused with the phrases selling, trade, and distribution. Despite of the fact, that these phrases are only a small percentage of the overall marketing effort. Marketing begins before items are manufactured and does not conclude with sales. If the firm wants to succeed, its marketing operations must also be able to satisfy customers.

The availability of funding derived from the government, institutions, and non-governmental organizations are a strong indication that PKBM is a community institution by the community, by the community, and for the community, driven by

the community, and administered by persons, who have the ability to handle the resources required. The availability of cash sufficient sources to support PKBM activities demonstrates that PKBM managers have the expertise to effectively and efficiently handle existing resources, namely knowledge, abilities, and skills in understanding human and organizational behavior.

PKBM as a place for all community learning activities, in order to increase knowledge, skills or expertise, hobbies or talents of the community is managed and organized by the community itself. PKBM is also a vehicle to prepare the community to be independent in meeting their needs, including increasing their income. Based on the results of research related to marketing, it can be seen that PKBM actually has a joint venture through cooperatives, even though currently the cooperative's status is still pre-cooperative. The business sells products made by students in the form of crafts or food.

The availability of numerous sources of support at PKBM enables it to compete with other non-formal institutions. This is due to the fact that cost is a critical component in the administration of educational institutions; not only formal educational institutions, but also non-formal educational institutions, rely heavily on financing sources of the value in the face of competition. This was also mentioned by Harper, Stephen M. (2011, 42) in his research, which found that: with an increase in the flow of cash, it has been demonstrated that PKBM is capable of creating a system in which individuals rely on one another. This is also evident in PKBM Negeri17 and PKBM Negeri 04.

The marketing process is of course not easy, this is because the products produced by students are not all in accordance with BPOM standards or other standards that can be trusted by consumers, besides that the products produced, especially in the form of food, cannot be measured during the marketing process. food will expire, all this time relying only on estimates to determine the expiration date. Various kinds of problems certainly need to be solved in stages. Therefore, the marketing process needs to be assisted and protected by government or private institutions through their partners. After establishing a partnership, problems related to marketing can be resolved, but there are still products that cannot be sold freely on the market, so these products are only sold around PKBM and nearby shops. However, if the product is not selling well, it will be consumed by students and PKBM Negeri 17 and PKBM Negeri 04 managerial.

Conclusion

Based on the findings of the research, it is possible to conclude that the institutional development of PKBM Negeri 17 and PKBM Negeri 04 in North Jakarta managerial elements is an urgent necessity. This is because PKBM institutions have never had a formal management system. It is intended that through this coaching effort, community engagement would result in the sustainability of PKBM, allowing it to be autonomous on par with other nonformal education institutions. It is believed that the sustainability and independence of PKBM Negeri 17 and PKBM Negeri 04 will reduce poverty, increase local community knowledge and skills, and

improve people's life skills, all of which will help to increase the quality of human resources. As a result, it is critical to understand what criteria will determine the quality of PKBM Negeri 17 and PKBM Negeri 04 services in advance.

Novelty research thesis can be proved that a nonformal education, like PKBM is not less competitive than formal schools. On the institutional and educational unit side, for the future development of nonformal education, PKBM Negeri 17 and PKBM Negeri 04 have carried out institutional arrangements and nonformal education units, both carried out by the government and the community which leads to improving the quality of nonformal education in various important components. In addition, the novelty of this research is proof that nonformal schools are no longer technology stutterers. The research participants have been forced to understand a little bit of technology, such as the use of Zoom, Google Meet, Instagram, even word and excel, especially during the last Covid-19.

There is a contribution in the implementation of education and training conducted by PKBM Negeri 17 and PKBM Negeri 04 to increase knowledge and entrepreneurial skills of learning residents, including residents of the surrounding community so that it has an impact on economic aspects in the form of increasing the income of learning residents from each managed business unit. Meanwhile, this research wants to show that small industries have been formed under the auspices of PKBM Negeri 17 and PKBM Negeri 04 which sell products made by rural communities. Some are directly marketed at PKBM Negeri 17 and PKBM Negeri 04, and also through Instagram social media. Increased knowledge and skills of the community. So that it can produce quality products and selling points. Residents learn to be able to market community products that are marketed conventionally which are displayed in a window and branded in front of PKBM Negeri 17. So that the public can know the existence of products and marketing is carried out online in the form of promotions through social media, such as Face book, Shopee or Instagram. This is proof that the participants studying in the two PKBMs are well literate in technology.

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